



Pomp and circumstance

The latest report on a new constitution for the Schools Council (page 3) is an attempt to meet two lines of criticism. It was said, first, that the council was out of touch with lay public opinion, and that the composition of its governing body ought to be broadened to bring in stronger lay representation. And, second, the DES (having hopelessly failed to speak up through its own representatives for the first 10 years of the council's life), suddenly discovered that the constitution needed to ensure that the council's activities were coordinated with those of the department.

On paper, the new proposals for "convocation" go some way to meet the first criticism, though 11 lay members out of a total of 52 hardly lays the review body open to the accusation of excessive boldness. The idea is that convocation should discuss "those issues in which external members have a strong and justifiable interest" and "keep under review the school curriculum and public examination system in relation to the needs of, and developments within, the community as a whole". This certainly puts a heavy burden on the 11 lay members who will, of course, have to include the guardians of TUC and CBI vested interests, two (only) statutory parents and "five representatives of the community at large". It is quite easy to recognize the impossible problem which faced the review body: nobody else knows how to create an effective deliberative body which can do what needs to be done. But no one can suppose that "convocation" as here described will meet the bill: perhaps that is why it has been given such a pompous name, on the principle that it may make up in dignity what it lacks in potency.

As to the DES link, the paper form this takes through a beaded up finance and priorities committee is less important than the reality which would lie behind the change. Had the DES chosen to make their priorities clear to the old council,

Valuing peoples' judgment

There is a sense in which education is inevitably a political matter. So much so now be clear, if nothing else, from the great Education Debate, which arose in a wholly political context.

Yet we are often enjoined to keep politics out of education; and it is certainly true that the spectacle of vast educational changes, even total reversals of policy, promised as a part of some party political package is depressing, and rightly thought to amount to child-sacrifice. So it is necessary to distinguish in what sense education must be political.

A major cause of the undesirable link between education and party politics has been the recent concentration on equality, an ideal which, in slogan form, has come to dominate the thinking of the left. This has meant that almost all the educational controversies in the last 20 years have been about the distribution of education, to whom it should be given, for how long, and in what way the distribution can be fair and equal. More fundamental educational questions have been neglected, except by experts.

It is now time for people, all of them, to give their mind to finding the answers. The crucial question, it seems now to be agreed, is not how to organize education, but what to teach. It is time to accept the fact that comprehensive schools are what we have got, that they can be excellent both educationally and from the standpoint of social justice, but they will be good only if what is taught in them is worth teaching and learning.

But what is worth learning? When it comes to answering this fundamental question, there are two ways in which the notion of equality tends over and over again to dominate the scene, and thus to reduce the discussion to one which is narrowly political.

First, at a relatively superficial level, it may be argued that what has been included in the school curriculum has in the past been material suitable only for middle class children who therefore will always succeed, if competition arises, at the expense of their working class counterparts. So there should be different kinds of curricula, one for the working class, inner city child or the immigrant, one for the rural child, one for the suburban middle-class child.

A common curriculum for all, it is said, means that some are doomed to fail. This argument has now been partly superseded by another, which suggested that though there should be one curriculum, it should be somehow suitable for everyone, wherever he may be on the social or intellectual continuum, and that there should be specifically a way of ensuring that while children aim at different goals in the same direction, there should be no such thing as failure for anyone.

But this kind of suggestion, so far, tells us very little about what exactly will be included in the curriculum; only, presumably, that some things too socially divisive should be excluded, or made matters of option.

But, second, there is a far more radical argument concerned with the curriculum. It is that the curriculum should be a reflection of the social or intellectual continuum, and that there should be specifically a way of ensuring that while children aim at different goals in the same direction, there should be no such thing as failure for anyone.

Teachers are thus said not only to choose what they teach, but actually to choose "what counts as knowledge". All knowledge, according to this argument, is relative to the socio-economic positions of the person who claims it. The more it is presented as objective and absolute, the more certain one can be that the alleged objectivity is simply a move in the battle for control.



Mary Warnock (above) outlines what she thinks schools should teach

Thus the supposed knowledge of the teacher must be treated as no more worthy of respect than any other claimed candidate for inclusion in the curriculum. There are always alternatives waiting to be explored.

The argument is, thus, for the total relativity of knowledge and of values. There is nothing true (or false), except as perceived from a certain socio-economic position. There is nothing good (or worthwhile) or bad, except from a particular point of view.

Now if this argument were taken seriously it would spell the end of teaching, though not presumably of practical learning. For no one would have more right than anyone else to set himself up as a teacher. And this is the kind of consequence which actually follows for people who genuinely believe in such relativity. But of course in real life not many people do, and indeed often those who claim to believe in it, turn out, inconsistently, to be as dogmatic as their neighbours.

In practice, we nearly all of us believe in a body of agreed knowledge, and we believe that, though one day some of this body of accepted knowledge may be shown to have been wrongly accepted, or to have been based on a false hypothesis, one must learn as much as possible first, and only later seek to disprove accepted facts or invent new and more widely explanatory hypotheses.

When we teach, we teach what is generally held to be true, so far as we can, with the challenge "disprove this if you can". No one can simply choose what to count as true: rules of evidence, accepted proof, even common sense observations, act as constraints upon any such radically subjectivist or relativist claim. Teachers must teach facts, and also what counts as a well or ill-supported fact. This is not a matter of choice, and there are not of political or motivated choice.

Granted that there is such a thing as knowledge, just as there are actual skills, and there is a real difference between knowing something and not knowing it, as between being able and unable to do something, how is a selection to be made for inclusion in the school curriculum? Here the crucial point is that education, in the sense in which we regard it as a child's right, and in the sense that it is what goes on at school, has a point or purpose which is external to itself. It is not something to be pursued for its own sake but for the sake of the future of the person educated.

We must therefore decide what ought to be included in the educational curriculum by looking at the life of the pupil after he leaves school, and trying to see how he will have benefited by what he has learnt. Will his life be better for having been educated than if it would have been if he had not?

If this is the criterion according to which the curriculum should be constructed, then it is obvious that value judgments are involved. Someone has to decide what is a good life and what its essential ingredients are.

My own candidate for the list of ingredients are three: first, I think no one would hold a life to be good which was not in some way morally

satisfactory. So, at school, one ought to learn, as far as possible, the morally good. But virtue can be taught as a subject on the table.

To adopt a moral point of view to consider other people and to set standards of honesty, fullness, kindness or loyalty, these are things which can be taught, but only by practice. So having decided that this is a goal to which education should aim, I have set out nothing about the actual curriculum, from which detailed proposals are derived.

But my next two considerations, to replace the existing curriculum with a new one, and to equip a child with the capacity for imagination and therefore for enjoyment, are by no means incompatible with the other two. I immediately suggest a number of necessary lessons in the curriculum.

A child at school must learn the basic competences needed for working; he must learn to concentrate, and to work by himself; he must learn the skills of the mind, and to be able to do things right. He must learn the skills of the body, and to be able to choose work within his own limits, and to be able to choose work within the limits of the child and the needs of the community.

On the other hand his education should be opened to the more beautiful pleasures of his environment, literature and music, and to the more beautiful pleasures of his own mind, and to the more beautiful pleasures of his own life.

It will also have a final say in the proposals that are submitted to the Schools Council, and to determine the broad direction and priorities of the work of the council.

In what sense then do we value judgments, inevitably made, as they are, in the curriculum, political? It is that they are political in as they work. For the curriculum is a common good, and what must be established, particularly at school, particularly in those whose strategy is to promote education for children, and to provide them with resources for their own education.

To judge what is the good and therefore what is the political, and to make a selection, is a political act. It is a political act, and therefore it is a political act, and therefore it is a political act.

No teacher should accept current curriculum proposals without asking the question: what are the aims and objectives of education? What is the purpose of education? What is the value of education? What is the meaning of education?

This article outlines the work developed in Mary Warnock's "Schools of Thought", published by Faber and Faber.

The author is an Oxford don, a former head of the High School, and now of the Government committee on education.

Schools Council ready to open its ranks to outsiders and officers

by Bob Doe

The meeting of Schools Council governors due to take place at the end of this week may well be one of their last. They were expected to accept proposals for a completely new, three-tiered governing structure to be put forward by the internal review body set up to consider how to remodel the council's constitution and committees.

The review body had to consider how other interest groups such as parents and employers could be represented, and whether teachers should continue to have a majority voice on all the council's committees.

Its first proposals, contained in an interim report, were to replace the governing council with three committees: a widely representative forum to be called convocation, a teacher dominated professional committee and a powerful finance and priorities committee on which local and central government would have a big say and on which teachers, though well represented, would be a minority.

The proposals read like a combination of the suggestions of the Schools Council chairman who put up the convocation and professional body ideas, and Mrs Shirley Williams, the Education Secretary, who has been demanding more of a say in the Schools Council's work for central and local government and even the right to appoint lay governors.

The finance and priorities committee is where local authorities and the Department of Education and Science meet most strongly represented. This 28-member committee is expected to be made up of 12 teachers, eight local authority nominees and eight representatives from the DES.

It will control how much money is to be spent and in what areas. It will also have a final say in the proposals that are submitted to the Schools Council, and to determine the broad direction and priorities of the work of the council.

N-F decision in 1979

The Schools Council governors also received at their meeting this week a progress report on the research programme for the new 18-plus examinations called N and F. A decision on whether to recommend these new examinations to the Education Secretary is not expected until next 1979 and they are unlikely now to be implemented until the end of 1980.

The object of the two-level, five-unit, sixth-form course envisaged to broaden the curriculum to prepare specialization and to take account of the wider ability range of students staying on at school. An N level would require about half the time of an A level and an F level three times.

Between now and 1979 the Council will publish 56 specimen syllabuses compiled by various subject groups. A report on the cost of the proposals is to be completed by the National Foundation for Educational Research on how to ensure that the same number as before qualify for university entry, and an overall appraisal of the proposals by the council's examinations committee. After these publications the council wants

Special TV training courses urged

There is a case for permanent television programmes for school leaving and including courses on work experience and on the problems of young unemployed, as well as temporary and literacy, says the Independent Broadcasting Authority.

Dole for leavers: doubt over ruling

A ruling that leavers who go back to school to take examinations should still be paid employment benefit is to be disregarded by social security officials.

Earlier this week a local appeals tribunal in Hull upheld an appeal against refusal of benefits to a former pupil of Greatfield High School. The decision was widely greeted as overturning the rule nationally, but the Supplementary Benefits Commission says it will continue to enforce the old rule. A spokesman said the Hull decision was not regarded as a precedent. The tribunal had dealt on the particular circumstances of an individual pupil and the ruling applied only to him.

The basis of the rule is that leavers who have a commitment to return to school, if only for a day, to take examinations, are still tied into the education system and therefore not available for work. The Hull pupil had taken a part-time job—which he has given up because of the tribunal's verdict, because it was better than the benefit to which he is now entitled.

His former headmaster says that what seemed to sway the tribunal was the production in evidence of a DES circular urging authorities to encourage leavers to return to education and emphasizing that the social security benefits would not be prejudiced. The head, Mr Norman Dickinson, said: "The social security representatives said they had never seen the circular and were not aware of the DES's policy."

Meals prices pegged?

continued from page 1

correct, it will be the second time in a year that the Government has put off increasing the price of school meals. As part of a plan to gradually reduce the state subsidy on school meals, the Government originally proposed a 5p increase for September, 1976 and the same for this September. In a pay deal with the unions last year the Government abandoned that plan, until December, 1976 when, as part of the IMF loan package it said the full 10p increase would have to be made this September.

All the signs this week were that there was little chance that ministers would insist on the price increase. Talks between the Government and the TUC about wage restraint are to begin next week and a freeze on school meal prices, even if it is another temporary one, is reckoned by the Government to have considerable political advantage, since it will mean a family saving of 50p a week for the child.

CLEA was expected to demand a clear answer from Mrs Williams yesterday on just exactly what the Government intends to do in the way of compensating i.e.s as if the price increase is scrapped.

The rumours surrounding the price increase were strengthened on Tuesday by Mr Fred Jarvis, general secretary of the National Union of Teachers. An NUT delegation saw Mrs Williams the day before to talk about the strike by teachers for food and school meals. He said Mrs Williams made no attempt to deny that the Cabinet was actively considering scrapping the increase.

Mr Jarvis asked Mrs Williams for an assurance that if the increase were frozen, education expenditure would not suffer as a result. He said the Government should give the local authorities a 100 per cent specific grant to cover the cost. "If that is not done, there will be nothing whatever to stop local authorities 'robbing the children's education to pay for the school meals concession."

Commission stalls on Tameside inquiry

by Lucy Hodges

The Equal Opportunities Commission's investigation into alleged discrimination at Tameside, which was begun in the aftermath of the legal and political wrangle over retaining selection, looks as though it may come to nothing.

The commission is believed to be finding it difficult to establish any clear-cut discrimination against girls in the revised scheme of education which was rushed through by the new Conservative authority after its proposal to retain selective schools was upheld by the Law Lords.

In any event, this last-minute scheme is now no longer in operation. The authority has reverted to the old system of selection which provides roughly the same number of places for girls as for boys.

The report of the inquiry—the first formal investigation to be undertaken by the commission under the Sex Discrimination Act—has still not been published. It is believed the commission has been busy taking counsel's advice.

The inquiry was set up last September following complaints from parents in Tameside, Greater Manchester, about the hurriedly revised scheme of education. Under this one boys' grammar school was retained and one mixed grammar school. Parents were invited to apply for the schools and 132 boys and 99 girls were selected out of applications from about 375 boys and 195 girls.

Tameside is adamant that it did not discriminate in its selection procedures. Mr Donald Thorpe, education committee chairman, said: "We don't feel we committed any discrimination. We had a lot more boys applying than girls and we did not tell the selection committee to choose so many boys and girls."

This is confirmed by Mr Eric Board, ex-head teacher and chairman of the selection panel. "I was just picking children", he says. "It was done without any regard to sex or area."

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Society of Education Officers conference

Mrs Williams stays on course

by Bert Lodge

Mrs Shirley Williams, Education Secretary, rejected at the weekend a suggestion that her vision of the future included parents choosing secondary schools on the basis of their reputations in particular subjects.

Warnings on plight of young drinkers

Increasing alcoholism among schoolchildren is often linked to poor nutrition, according to Dr Gaston Pawan, senior lecturer in metabolism at the Middlesex Hospital, London.

"Many children who become serious drinkers are undernourished," he told a nutrition conference, organised by the McCarrison Society in Oxford at the weekend. "They are sent out without breakfast but with enough money to buy drink and starchy foods."

The incidence of vitamin deficiencies among children referred to the Middlesex Hospital had doubled over the past 10 years.

"These children are not short of calories but of nutrients and it is essential that the whole community is made aware of food values and the importance of diet," said Dr Pawan, who has been in the Middlesex for 30 years.

Mr James Cowley, director of the Teachers' Advisory Council on Alcohol and Drugs, said a survey undertaken in Newcastle upon Tyne that some children had received too much teaching about drugs and alcohol and were intimidated against any real learning.

"A very serious look should be taken at health and social education in schools—including alcohol education—in order to increase the quality and not the quantity of such education," he said.

Teachers rather than outside speakers were the best people to teach these subjects, provided they had been satisfactorily trained in health and social education methods. Schools could play an increasing role in the education of parents, and help them to discuss their children and their problems.

There was growing interest among parents about what went on in school, and schools should respond to this interest. Parents could be helped to consider the drinking patterns of young people.

Research backs integration of handicapped

Physically disabled children who go to ordinary schools often cope better than children who go to special schools, says a study published in the British Journal of Educational Psychology.

The study, by researchers at London University, found that when it came to reading children at special units in ordinary schools were slightly better than children in special schools.

Equally significant, children who had been at were now in ordinary classes were also doing slightly better than those with similar handicaps and the same intelligence levels who had never been in an ordinary class.

The authors recommend that local education authorities, especially those without adequate special schools, should consider setting up carefully planned units for physically handicapped children in selected schools as an alternative to special schools.

How to groom the Whitehall kite-flyers

A national forum in which partners of the education could discuss and carry out term planning, was called by Mr Fred Jarvis, general secretary of the National Union of Teachers.

It would be the place for planning, for example, future provision, and take the kite flying which many civil servants had used to do on this issue in the past few months, Mr Jarvis said.

He deplored the "arrogance" to the idea adopted by officials when they appear at the House of Commons sub-committee. The fallacies of demographic should be debated in such a forum.

He accused the Education and Science of "deception" when it would be no serious red educational spending cuts were not sufficiently discussed leading to the port grant settlement.

"We do meet Peter in the Environment Secretary, local government meetings can do in common on education before they are a degree of involvement in Mr Jarvis said the NUT.

The report on this has been presented to the Secretary. Publication is in the autumn.

"Parents are not organized as other interest groups and NUT could effect their views better if they were better represented."

Teacher representatives should be mandatory, he said. He deplored the idea which some local authorities had of cutting back on the education committees and the effect having on teacher representation.

The Secretary of State's announcement of specific local authorities for central items was welcomed. "They are the essential part of the education policies on such matters as service education and maintenance allowances for people wishing to stay in education."

Employers put personal qualities first

Employers look for willingness, tidiness and a good grounding in the three Rs among school leavers rather than for specific educational qualifications, Mr Richard O'Brien, chairman of the Manpower Services Commission, told the conference.

The discovery that employers did not regard specific qualifications as permanent was contrary to what had been said, he said. He emphasized the survey was very extensive. It showed that the number of jobs traditionally regarded as being done by young people was diminishing.

Among the young unemployed who had been interviewed, 40 per cent had applied for more than six jobs since leaving school. The majority had no objection to returning to further education if it would enhance their career prospects.

Mr Richard Knight, director of education in Bradford, pointed out that various ministerial statements had put the careers service in education. What was the Manpower Services Commission view?

It was in the hands of the Department of Employment, Mr O'Brien replied. But it was administered by local authorities. He recognized that MNC programmes had been implemented on the work of the careers service. The commission would face an immense task now that the Holland proposals were to be implemented.



Richard O'Brien

Half leavers pick up exam passes

Exams: Provisional figures for 1976 showed that 707,000 pupils left school of whom 341,000—about 48 per cent of school leavers—had gained at least one O level grade A or C or CSE grade 1, said Miss Margaret Jackson.

Mr Peter Hardy (Rother Valley, Lab) said that the proportion of young people passing exams was higher than many Conservative MPs had expected.

Mr Robin Hudson (Walsall, North, C) asked: "Does not the high level of passing, the fact that 48 per cent of school leavers had passed a pass at some level, indicate the futility of having examinations which simply test rote learning and memory?"

Mr Jackson said the results were a surprise. "If fewer people were complaining about the education system, it would be a good sign."

Others said the results were a good sign for the education system. They said the results showed that the education system was producing a high level of achievement.

TYNDALE (see advertisement, page 7)

- List of names and addresses for the Tyndale Defence Committee, including Tario Ali, David Hart, and others.

AN OPEN LETTER TO THE INNER LONDON EDUCATION AUTHORITY SACKING TEACHERS WON'T END THE TYNDALE AFFAIR

No one who has studied this complex affair can deny that the ILEA shares the blame for the dispute at William Tyndale Junior School.

It is grossly unfair for one party to the dispute (the ILEA) to single out another party (the teachers) and give them the extreme penalty. Moreover, this action will prove counter-productive. For, while it may appear to deal the death blow to the matter, it will have the very opposite effect.

We, the undersigned, call upon the ILEA, even at this late stage, to admit their own responsibility in this unfortunate affair and to adopt a more imaginative attitude towards the Tyndale teachers' undoubted energy, skill and commitment. We believe that the ILEA is big enough to be able to find a place where these teachers can continue to pursue their commitment to the disadvantaged child and where they will be able to foster links with the community without a campaign being mounted against them.

To this end, we urge the ILEA to reinstate the Tyndale teachers immediately.

DID YOU KNOW

1. THAT the AULD REPORT stated: (a) "The Authority (the ILEA) failed William Tyndale Junior school badly." (para 87) (b) "During 1974 the system (i.e. the ILEA Divisional Office organisation) failed badly in respect of William Tyndale Junior School." (para. 884) (c) "... by their failure to act corporately and to make use of the procedures available to them as members of the managing body and by the harmful campaign and use of the Press by certain of their number in 1975, they (the managers) were largely responsible for the crisis to which the Junior School was brought in the summer of 1975." (para. 910) (d) "... a grave error of judgement on his (Harvey Haddow) part that he did not advise in the most emphatic terms against the circulation of a petition as soon as mention of it was made ... an error of judgement that proved to be a major contributory factor to the final breakdown of relations that followed between the managers and the staff." (para. 930) (e) "Nevertheless, given the existence of an already improper and damaging petition it was totally wrong to use the local political machinery as the principal means for its removal." (para. 918) (f) "Mr Walker's thorough and professional conduct had efforts far beyond immediate troubles and ill-feeling of the summer term of 1974 to which it contributed." (para 872) "... the action was totally wrong and caused lasting damage to the school." (para. 874) ("Mrs Walker—a part-time teacher at Tyndale who campaigned in the local community against the Tyndale teachers—contributor to "Black Paper 1977".)

2. THAT following the AULD REPORT: (a) No ILEA officer or Inspector was disallowed. (b) No manager was deprived of the right to membership in an ILEA school. (c) Only the teachers, of the groups criticised, have lost their livelihoods. 3. THAT the teachers were recommended for dismissal nineteen months after their action, having been initially welcomed back to work after their strike. They were not asked for inefficient or ineffective teaching. 4. THAT Terry Ellis's former headteacher told the Auld inquiry, "I have not in twenty-six years in the service of the Authority taught with a more imaginative colleague". 5. THAT in June, 1975, the ILEA adopted the William Tyndale Steel Band for their primary schools exhibition: "IN PURSUIT OF EXCELLENCE". 6. THAT the ILEA Disciplinary Tribunal which recommended the sacking of the teachers: (a) Described the teachers' work with the disturbed and deprived children as, "A notable achievement". (b) Considered that a successful offshoot of the school's teaching scheme "was the establishment of links with the community which found expression in the Summer Carnival and the enrichment of the curriculum by the use of out-of-school leisure facilities and bringing into the school experts in music and drama." (c) Stated that Terry Ellis "has real capabilities and skills as a teacher". (d) Described Brian Haddow as "a sympathetic and competent teacher motivated by a genuine care for the welfare of the children in his charge". 7. THAT the N.U.T. Executive has refused support since September, 1975, although twice unconditionally accepting the membership subscriptions of the Tyndale teachers. Rule 2(m) of the Union makes it clear that "protection is extended to teachers whenever necessary."

- Extensive list of names and addresses of individuals and organizations supporting the Tyndale teachers, including Ian R. Jones, Ken Jones, and many others.

IF YOU WANT TO HELP THE TYNDALE DEFENCE FUND COMPLETELY AND RETURN THE COUPON TO THE ADDRESS BELOW

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EEC

Mother tongue right for migrants

from David Howarth

BRUSSELS Special measures to allow immigrant children to be educated in their native tongue no longer which European community country they are resident in were agreed last week by an EEC Council of Social Affairs Ministers meeting in Luxembourg.

They approved a European Commission directive to this effect, though in a somewhat weaker form than the Commission had originally proposed.

The initiative for demanding instruction for children in another tongue must come from migrant workers' parents and, as a result of the decision, there will be a moral obligation on governments and local authorities in member states to make this possible.

It will apply equally to Commonwealth immigrant children and to those who come from another EEC member country.

Lord Donaldson, Minister of State at the Department of Education and Science, said after the meeting: "The achievement of the high aim of the Community for a better deal for migrant workers' children will depend primarily on the goodwill and efforts of the teachers and the local education authorities."

But he stressed the directive would not in any way interfere with the overall ambition to integrate migrants' children as closely as possible into the mainstream of British education.

The directive, he said, provided an option for such children, but it must not be too narrowly interpreted. General educational development for immigrant children would be the main goal of British authorities.

The adoption of the directive marks a new and important step forward in the implementation of the action programme in favour of migrant workers and members of their families, as well as of the first programme of educational co-operation in the community, both of which were the subject of resolutions dating from last February.

About one and a half million migrant children attend primary, secondary and tertiary schools in the member states. More than two-thirds of these children come from outside the community. (This figure does not include the children of Commonwealth citizens or nationals of Ireland in the United Kingdom.)

In recent years there has been growing concern about the high migrant failure rates of migrant children, and their particularly high degree of vulnerability in the present period of severe youth unemployment.

The directive applies, as a binding legal instrument, only to the children of nationals from another member state, where such children are resident in the territory of the member state in which the national concerned is or has been employed. This legal limitation is explained by the fact that the treaties can

only provide to cover member states and their territories. However, in an associated political resolution to pursue equivalent measures from non-member countries but covered by the directive but experience similar aspects. The first programme of educational co-operation in the community, both of which were the subject of resolutions dating from last February.

The second aspect of the directive is the teaching of the mother tongue and culture of the children of nationals from another member state, where such children are resident in the territory of the member state in which the national concerned is or has been employed. This legal limitation is explained by the fact that the treaties can

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Soviet Union

Prestige seen as key to school success

from our correspondent

MOSCOW

Many children of manual workers are falling or performing only moderately well at school, according to Mr P. Panichin, first deputy minister of Education, in discussing the place of education in new Soviet Constitution.

The comments in *Uchitel'skaya Gazeta* follow a detailed research report by D. N. Zyzulin of the Institute of Sociological Research, showing that while 82 per cent of professional-class children go on to further education, only 20 per cent of working-class and peasant-class children do so.

However, Soviet researchers say the choice of staying on at school or not is determined by the educational background of parents and the life style of the families, including income and cultural life. Furthermore, they claim, the disposition to further education depends more on actual school successes than on potential ability.

Zyzulin also claims that to a great extent the success rates of pupils from different social groups depend on the prestige of higher education in the family.

The new constitution emphasizes that textbooks must be issued free of charge and it will still be possible to learn on the basis of one's mother tongue. There was some speculation that the Russian language was to force out some of the other national tongues.

Reviewing the history of the Soviet Constitution which had remained unrevamped since 1936 when it was amended to include the new receiving education in general education schools, more than 3,200,000 students in trade and technical schools, some 4,900,000 in technical colleges and about 5,000,000 in higher institutions.

During 1918-1975 the government established 108,515 schools for 38 million students, and during the same period new buildings for pre-schools, providing 7,743,000 places, were erected.

The two relevant articles in the Constitution are Article 25 which states: "In the USSR there exists a single system of education, which serves communist character training, the spiritual and physical development of youth, preparing young people for work and social activity. Education in the USSR is free." And Article 45: "The right to education in the USSR is guaranteed."

France

The war is over, but the images linger on

from Mark Webster

PARIS

Last year over 100,000 young people travelled between France and Germany with the aid of a single organization—the Franco-German Youth Office (OFAJ).

OFAJ has the advantage of being well equipped with many similar organizations. It is supported from outside the national government by a total this year of 56.9m francs (11.4m).

When it was founded 13 years ago it was hoped that other countries would take the lead and start similar ventures. OFAJ itself was the fruit of a personal friendship between Dr Adenauer, the German Chancellor, and President de Gaulle.

"They were men with a similar view of the world," said the current secretary general of OFAJ, Pierre Gil. "They wanted to heal the wounds left by the war and to improve relations between the two countries generally."

In order to emphasize the conciliatory aspect of OFAJ, the original organizers were former Resistance leaders. OFAJ was given a budget of 50m francs. However, since the budget has been eaten away by inflation.

For the first few years more than 300,000 young people made exchanges annually through the organization and successive opinion polls revealed a significant change in attitudes between the young of both countries. But the falling franc and the change of leadership in both Germany and France put an end to that.

It was impossible to go on financing something on that scale. More important, we saw that it was not enough to put young people in touch with one another. We had to come up with a framework which would encourage lasting exchanges," said Mr Boyer, OFAJ's information officer.

Not everyone thought the same way. The tenth anniversary of OFAJ proved a crisis year because many people considered it had served its purpose and should be dismantled and replaced by a less expensive means of encouraging exchanges. But instead of destroying what had taken 10 years to create it was decided to give the organization a new lease of life with a complete reorganization and new priorities. Previously, most of the exchanges had been for leisure and pleasure.

Sweden has legislated a three-stage policy to democratize cultural activities

State role to stimulate not steer

from Mike Duckenfield

STOCKHOLM

Completed only two years ago, the focal point of the city's redevelopment, the Cultural Centre has fast become both a leading tourist attraction and a symbol of the new social concern for the arts and recreation.

The recent cultural policy legislation—three major Acts in succession since 1974 following six commissions in the last decade—the centre is on a huge

10-storey high and 175 yards long. It occupies the entire south side of Stockholm's central square, Sönderström. Its 185,000 sq feet of floor space include a library, four performance and children's play areas, four two libraries, workshops, rooms, a cinema and a "reading room", which typifies the centre's open plan approach, incorporates highly diverse activities in one large area. It includes a library, a worldwide selection of newspapers and magazines, a children's play corner and a bandstand used by folk and musicians.

There are also microfilm reading rooms, language laboratories, a computer café and two alcoves with about 100 seats where visitors can either listen to a selection of 7,500 records or television programmes on headphones.

The decision to build the centre was made 10 years ago after Professor Peter Coling won a Nordic design competition on what to do with the city centre after it had been cleared for redevelopment.

However, two years later the centre was handed to the Swedish Cultural Centre, which now uses the main hall as its library and reading room and the adjoining hotel as rooms for artists and ministers.

"We began to think of the centre as a place where people could meet and exchange ideas," said Mr Boyer, OFAJ's information officer. "It was given an entirely new lease of life by the first national cultural legislation, including the setting up of a National Council for Cultural Affairs."

The first stage of the three-part reform package introduced by the then Education Minister, Mr Bertil Zachrisson, laid down eight aims, set up the National Council and launched state subsidies for regional and local organizations sponsoring cultural activities.

The aim of the main subsidy, which covers 55 per cent of organizations' staff costs, is to promote a better social and geographical spread of activities. Only where provision could not be made as well or better by such organizations would the local authority themselves step in.

Parliament saw its main task as stimulating rather than steering cultural activities. The eight aims included protecting freedom of speech to safeguard variety; abolishing the distinction between producer and receiver by encouraging the production of cultural activities; and combating the negative effects of commercialism. Where private enterprise cannot guarantee variety, the community must take the initiative.

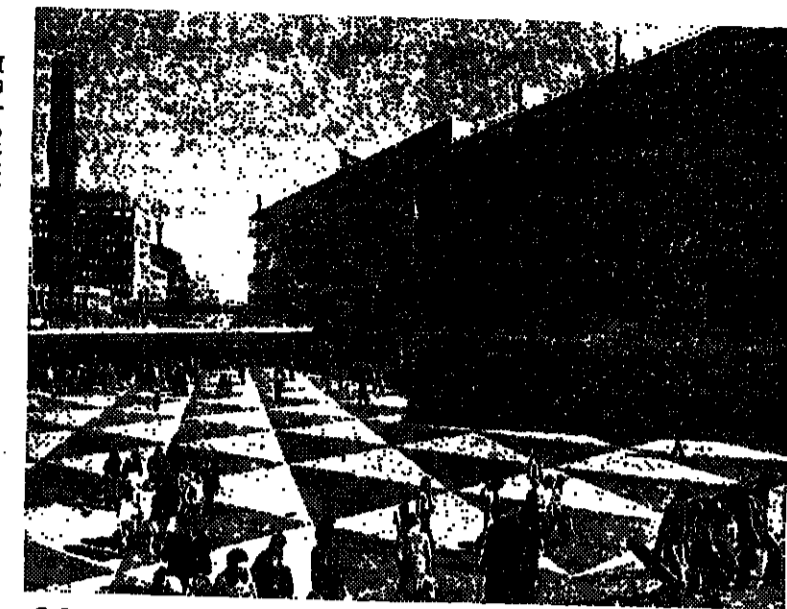
Other aims included decentralizing cultural activities, creating financial security for experimentation, promoting international exchanges, preservation of the past and giving priority to previously neglected and culturally disadvantaged sections, especially children, the handicapped, those in care, immigrants and other ethnic groups, and the Lapps and those in sparsely populated areas.

The second Act provided considerable support for book publishing. Of the 650 titles to be subsidized annually, 400 will be new Swedish fiction, 100 children's books, 75 serious fiction and 25 standard non-fiction translations and the remainder Swedish and foreign "classics".

The Act also dealt with film, setting up a Children's Film Council to extend the production, import and distribution of films. A joint fund to finance home production is also to be started by the Swedish Film Institute and the Swedish Broadcasting Corporation. Initially it will total 10m Skr.

The final stage in the reform, agreed by parliament last spring, replaces the existing scholarship system for artists in favour of work and project grants which give a guaranteed income. An Artists' Committee will allocate grants worth 18.5m Skr a year to artists, musicians, dramatists and film-makers. Each nominee will be able to reach up to 30,000 Skr a year for five years with an extension on review. The scheme is similar to that of the Swedish Authors' Fund whose nominees receive a guaranteed income of 24,000 Skr a year.

The final Act also legislated for 8.7m Skr annual grants for buying works of art to state buildings and the establishment of a state publishing house to produce cheap works of "serious" fiction, costing five crowns (70p), to be sold at newspaper kiosks and supermarkets.



Cultural centre in Sergelstorg, Stockholm.

Cultural Affairs to preside over the distribution of subsidies which this year are expected to reach 462m Skr (£66m).

Until 1961 there were no state subsidies for the arts and during the 1960s, despite numerous commissions on cultural affairs, only one further innovation was made: the granting of library lending rights to authors—currently worth 21m Skr a year.

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One-year plan to find jobs for young

from Dalbert Hallenstein

MILAN

Italy's youth unemployment problem. But the Labour Ministry has replied that the present plan is only a beginning and that, according to its success or failure, it will be expanded or modified in the future.

The scheme hopes to find employment for 300,000 unemployed people between the ages of 15 and 25. The Government also intends to open up new service vocational courses for certain categories of young people who volunteer in the scheme. The Ministry of Labour recently announced that there are now 1,200,000 unemployed or underemployed in Italy. Not surprisingly, the scheme has therefore been widely criticized as unrealistic

Teachers in strike mood over salary disputes

from Martin Feinstein

CAPE TOWN

Two major teaching unions have expressed growing discontent with the Government's education policies. The Government's intransigence over salary increases and better educational opportunities for all races emerged as the key issues at the 90th conference of the South African Teachers Association (SATA) in Port Elizabeth and the 10th conference of the Cape Teachers' Professional Association (CTPA) in Cape Town.

Both unions, representing over 11,500 teachers, strongly attacked the Government's policy on educational expenditure, particularly over the amount allocated to coloured and white education departments; the shortage of teachers, which has reached a crisis situation due to unattractive salary and employment conditions, and salary payments up to four months in arrears.

The salary dispute, now a major issue between teachers and the Government, followed a policy switch by the Minister of National Education, Dr Piet Koornhof, when he announced last month that a new dispensation for teachers, including promised salary increases, would not be implemented due to the current economic climate.

The teaching associations see this and the subsequent R12,157,000 cut in the education department's budget as a threat to the stability of the teaching profession. Despite some concessions, including better chances of promotion and the recognition of more diplomas for teaching purposes by the department, teachers have been severely dis-

appointed by the Government's unwillingness to guarantee salary hikes even if the economic situation improves.

Mr M. D. Reeler, president of SATA, warned the Government that teachers calling for salary increases would not continue to be fobbed off with the excuse that these could not be granted and stressed that for the first time some teachers were seriously considering striking for higher wages.

At the same time, Mr F. A. Sonn, president of CTPA, deplored delays in salary payments which, he said, "lowered the status of the teacher in society as he is seen begging and borrowing".

There seems little likelihood that the Government will respond to the unions' calls for salary equalization between the races. An estimated R17m would be required to close the wage gap between white and coloured teachers—and to extend this to black staff would cost a great deal more. With all Government departments attempting to cope with a 4 per cent budget cut earlier this year, such progress seems unlikely.

Education under the Government's policy of apartheid also came under attack from both associations, particularly increases in double-sessions (morning and afternoon classes) at coloured schools, up from 269 in 1964 to 2,158 in 1974, in spite of Government assurances that these were to be phased out.


Poor teacher qualifications were also criticized—only 5,509 out of 22,465 coloured teachers have matriculated as was the high rate of teacher turnover which has created disruption at chronically understaffed schools.

Iceland

Learning takes TV pride of place

Educational programmes account for the largest single share of television time in Iceland—an average of three hours and nine minutes out of 24 hours 25 minutes a week—according to a recent survey by the Ministry of Education.

English dominated book translations. Between 1970 and 1974 2,991 books were published of which 86 per cent were first editions and 28 per cent translations. Of the latter, 52 per cent were from English against only 24 per cent from Danish, Norwegian and Swedish.



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LETTERS

Ticks and crosses fall short of the mark

Sir,—As teachers actively engaged in research into the marking of written work, we felt it might be appropriate to enter into the debate on marking that has developed in your letter pages over the past few weeks.

So far as these unfortunate children are concerned, marking must be particularly abstract operation, bearing no relation to their own intense involvement with the subject matter.

In the hope that we could shed some light on a woefully neglected area of teaching practice, we collected (and are still evaluating) information from a pilot study mounted last summer, with the full support of the headmaster at Myton High School.

Concern for craft

Sir,—Your correspondent, J. P. Thomas (June 24) is to be congratulated for aptly expressing my bone of contention about craft teachers and applied geometrical concepts.

craft element on the staff of the present college will soon be made to realize that design involves practical applied mathematical concepts of an advanced level, and not, as so aptly expressed by your correspondent, "slick pretentious decorative stuff".

Finally, I wish to emphasize that which the TES Extra on art, craft and design (May 20th) failed to do, that applied geometrical drawing is an educational discipline in its own right, not dependent totally on any other school department.

NATFHE and the Front

Sir,—The article in the TES (June 15) concerning Andrew Brons and the National Front in Further and Higher Education conference contains a number of inaccurate statements and misleading emphases.

It is not true that the NATFHE annual conference was "ready to spend half a morning discussing the activities of one member". In fact, the motion referred to our opposition to racism in general and the imposition of quotas on overseas students in particular.

It was implied that the motion was the work of communists in NATFHE. In reality, it received support from all groups opposed to racism and fascism.

Sir,—If Mr J. C. Davies (Letters, June 24) is a member of the National Association of Teachers in Further and Higher Education, he will receive a full account of the conference and of what I actually said there.

When you stop working will everything stop?

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TEACHERS' SPECIALISTS logo and contact information.

More things Horatio

Sir,—I see in the TES (June 24) that Chelmer Institute of Education is advertising a lecturer in movement, the philosophy of education, and the sociology of education.

So enthusiastic has been the response to our work at both the primary and the secondary level of education in our immediate area that we are now proposing to run a short workshop course on the topic next term.

Training out of touch

I was interested to read the account of Mrs Kay Wareham (June 24) on the way teachers are prepared by colleges in the TES (June 24).

It is not time that, with the contraction of teacher training, we had a fresh look at the whole approach? Should colleges and departments not be staffed by a process of recruitment from teachers who have taught in schools (some lecturers exist who have not taught in, and indeed are opposed to, comprehensive schools) in positions of responsibility and are going to return to teaching after, say, three or five years in teacher training?

Dyslexia no joke

Sir,—The cartoon captioned "Dyslexia is old hat" (June 24) is a dangerously cynical attitude towards mild handicaps.

Face to face

Sir,—What makes Mrs Kay Wareham ("Training colleges blighted for slump in standards" June 24) think that the personal interview by colleges of education for students for teacher training courses should be re-introduced?

ounds of war

May I comment on Jim Bromley's excellent feature (July 1) on the collection and services provided for my department can offer to receive groups of their students at the museum.

Quotes quoted

Sir,—We are at present reading Penguin Dictionary of Education and I am sure that the quotations should be grateful readers.

Spelling made simpler

Sir,—To the tall-end of the Great Debate may I please add a plea for a slight change in the perverse spelling of our language.

By their blazers shall ye know them

Sir,—I was interested to read Mr Doe's report (June 24) on the cross-channel school excursion.

Where black pupils make the grade

Sir,—I taught for 10 years until December, 1976, in an infant school not far from Clapham Junction and approximately 20 per cent of the children in the school were West Indian.

As West Indians, as I have mentioned, numbered about 20 per cent, one would expect to find at least five West Indian children in the remedial group, and as far as I can recall, this was rarely the case.

I have no explanation to offer—the school is progressive and enlightened and has for the area quite high standards, but it is not exceptional in this respect.

Leave it to careers service

Sir,—Your support (July 1) for the Government's decision to reject the Holland working party proposal that school leavers should immediately be eligible for the new programme of assessment, training and work experience ignores the plight of many thousands of young people, especially in the hardest hit regions, who simply have no prospects of finding immediate ordinary employment.

It would appear that the same pressures have now been successful in influencing the Government to impose a waiting period in relation to the new programme, so depriving many of the least qualified who have little prospects of finding immediate employment of an immediate opportunity to keep themselves constructively occupied.

Writing before reading

Sir,—Adults and children who have not learnt to read should be helped and encouraged to "talk on paper" through writing before being taught to read.

Young and old

Sir,—The aim of the Youth Campaign is exactly what Malcolm Groves mentions in his article "Community Service Failings" (Talkback, June 17). We set out to "increase the awareness of and adjustment to old age" in young people.

Discussion Starters from the Farmington Institute advertisement with images of discussion cards and contact information.

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Sport

Third time champions



Chess team of the Sacred Heart Junior School, Aston, Birmingham, who have won the English primary schools championship for the third year running. With them is their mentor, Mr William Egan, deputy head.

Top liner who gives a hand to the youngsters

by Stanley Levenson

John Jameson, of Peterlee Howlatch Secondary School, co. Durham, is a rather exceptional schoolboy. He passed nine O levels at grade A and now, in the lower sixth, is tackling four A level subjects.

Coupled with this clear academic success is success on the playing field. He is in the Howlatch rugby, football, basketball, cricket and athletics teams and is also good enough to represent his county in most of these sports.

But it is his help to younger boys and girls, just as much as his all-round educational qualities, which has earned him a special award from the Physical Education Association. He coaches juniors in basketball and volleyball and helps demonstrate a range of athletics techniques to the younger pupils. John Jameson's Silver Jubilee trophy was presented to him last week by Miss Lillian Grove, the PEA

president, at a ceremony at Durham County Hall.

Nine other Co Durham boys and girls also received trophies from Miss Grove "for outstanding service to their school, not only by membership of winning teams but by willingness to give up their free time to help younger children gain the pleasure and skill which they themselves enjoy".

They are Denise Dulton (Woodham Comprehensive, Newton Aycliffe), Judith Spark (Denn House School, Peterlee), Jacqueline Hudson (Johnson School, Durham), Victoria Elliott (Kint James J School, Bishop Auckland), Pauline Green (Leachholme School, Bishop Auckland), Paul Chaplin (Sharncliffe Comprehensive, Shildon), Stephen Leighton (Wolsingham Comprehensive, Bishop Auckland), Stephen Clifford (Hemlington Comprehensive, Chester-le-Street) and Tony Armstrong (Park View Comprehensive).

W Indians to test schoolboys

A team of Trinidad and Tobago schoolboy cricketers have arrived in Britain for a three-week tour as guests of Price's College, Fareham, Hampshire and the Hampshire Schools' Cricket Association.

It reciprocates a trip by Price's young cricketers to the West Indies in 1975.

The visitors got down to business also almost straight away. Today

they have a match against Portsmouth Grammar School, tomorrow it is Conford School, Wimborne, and on Monday they tackle Lancing College in Sussex.

Agatha Christie Ltd, whose parent company Bonkey McConnell, has West India connections, Unigate and the Commonwealth Youth Exchange Council are the principal sponsors of the venture.

People

- West Durrington First School, Worthing.
- Mr. J. Jones, deputy head of St. Mary's School, Greenwich, is to be head of Rachel Keeling Nursery School, London, E.Z.
- Mr D. M. B. Robinson, tutor at Belle Vue Girls' School, Bradford, is to be head of Lidget Green Middle School, Bradford.
- Mr K. Wadkin, head of Lidget Green Middle School, Bradford, is to be head of Fir Tree Middle School, Leeds.
- Universities
- Dr T. H. D. Arle, consultant psychiatrist at Goodmayes Hospital, London, is to be professor of health care and the elderly at Nottingham University.
- Mr W. R. Jepson is to be professor of construction and environmental health at the University of Aston, Birmingham.
- Mr Y. F. Chai, research fellow at the

2,000 young athletes go after titles

More than 2,000 young athletes will be competing in the British Athletics Championships tomorrow in a non-stop which is meticulously planned.

It needs to be, for the Schools' Athletic Associations concentrate competitors at one place at a time than any other sport in Britain—1,757 boys and 145 events.

That it has worked for so long is due to a small army of beavering away for years on hand. One of them is Lucas, the ESAA track secretary who is a school for Kingston upon Thames. Probably his busiest three weeks before the first job was to go to one and check the information there were 40 of them involving time and expensive phone calls from different parts of Britain.

Having worked on the heavy side for years for example there were 63 boys for the 100 metres—he moved where a group of teachers draw for heats and lost the case of the jumper in the order of competition.

The next day he was programme printers in North Shire and a few days he fully going through Mr Lucas could not relax—today and tomorrow of the top officials and the massive championships.

As usual the day include a number of the things of national and who can help British team for the British Games in 1980.

One of them is the 100m Herts and AA's phone. He won the 200m last year weekend moves up into the head began her explanation of events leading to the suspensions.

Another level graduate (Middlesex), the AAA junior champion came around in the first year ago and should go in the same age group in the leading 400m runner.

Lié Briton (Chesham) a junior international and AA's intermediate titles. He competes in the senior Cuphill's now all-weather track.

There are also some 800m runners. In the last straw had been an assault on the girl's side of the school outside a local shop. The girls attacked a fellow pupil—yes, West—and knocked her to the ground.

There had been some dispute over a reindeer. Sandra had been accused of theft by the other girl. The head did not intend to waste time trying to investigate the accusation: there was a ground of gang rivalry involved; ill-considered accusations were merely part of a pattern of warfare.

When had the school known about the assault? It took place out of school, after a member of staff happened to be in her car. Doreen and Sandra were brought back to school, badly hurt. The police were called.

The meeting asked for details: the girl had been "almost unconscious" on arrival at school. In the girl's opinion she should have gone to hospital. The girl recovered quickly, never had refused hospital treatment, to take any action.

The head continued. On receiving the suspension letter, Doreen and Sandra's mother had come immediately to school. She had been extremely angry, screamed and shouted, seemed on the verge of becoming violent. Such behaviour was typical of this woman.

It had frequently come to school, claiming about how it victimized her. In this case she had claimed the school had no right to involve in an incident taking place out of

Conflicting points of view

Head teachers have too much power to suspend pupils? The rights of pupils and parents being adequately safeguarded? A teacher reports a dramatic case conference

by Stanley Levenson

Community relations conferences are rarely either dramatic or instructive. This particular conference was both.

The meeting took place in an Outer London borough, averagely poor in financial resources, more than averagely in racial minorities. Gathered in the headmistress's study of a girls' comprehensive were one headmistress, one education officer, one chief education officer, one social services representative, a community relations officer, a chief educational psychologist and a staff member from a unit for suspended pupils—myself. We were met to discuss West Indian sisters recently suspended by the head.

After the usual round of introductions, the head began her explanation of events leading to the suspensions. Sandra 14, Doreen 17—had been a source of trouble in the school from the first year onwards, staff repeatedly complained about their disruptive influence in the corridors, their immaturity and irresponsibility. Yet both girls showed considerable ability: Doreen had been allowed to stay in the sixth form to add to her four passes. Everyone had tried to show almost tolerance.

There had been an assault on the girl's side of the school outside a local shop. The girls attacked a fellow pupil—yes, West—and knocked her to the ground. There had been some dispute over a reindeer. Sandra had been accused of theft by the other girl. The head did not intend to waste time trying to investigate the accusation: there was a ground of gang rivalry involved; ill-considered accusations were merely part of a pattern of warfare.

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It had frequently come to school, claiming about how it victimized her. In this case she had claimed the school had no right to involve in an incident taking place out of

school, that Sandra had been insulted, the fight had not been of her making, her sister had only come to help.

At this point the headmistress stopped her account: there was considerable noise from the normally quiet corridor. Loud shouts and protesting were audible. The mother had arrived. The head, considerably disturbed, demanded to know how the woman had known about the meeting.

The community relations officer answered: he had told her. As we all knew, he had been visited by the mother, who had asked him to attend the meeting. He had not realized that she had not been invited. He had assumed from his experience of tribunals and the like that parents would attend automatically.

The volume of noise from outside increased. The head asked whether the community relations officer would like to talk to the mother and explain the situation. He left the room.

In the lull following his exit, the headmistress voiced her opinion that his presence at the meeting was perhaps "somewhat unfortunate". No one else spoke.

We could hear that the mother had not yet been placated. The meeting's chairman, the education officer, wondered whether it might not be appropriate for the chief educational psychologist to help calm her down. He too then left the room.

The noise, however, continued. Finally, with understandable reluctance, the head herself left the meeting to talk to the mother.

After some five minutes, during which the noise began to diminish, the chief educational psychologist returned, professing the view that the mother was clearly in need of in-patient psychiatric help. He was soon joined by the headmistress and, after a brief pause, the community rela-

tions officer. The mother had agreed, he told us, to wait quietly outside to hear the outcome of the meeting. Discussion began again.

Our chief educational psychologist began to expand on his judgment of the mother: in the light of what he had seen of her, it seemed clear to him that she could not possibly be fit to have control over her children. The girls should be taken into care; the family must already be well known to social services.

The department's representative replied that they had no records of the family, and that she could see no substantiated evidence to justify care proceedings. The community relations officer agreed. The family seemed to him, from his short acquaintance with them, to be well ordered. The mother had no complaints about her daughters' behaviour at home.

He went on to take issue with the chief educational psychologist's view of her mental state. In his experience she was quite typical of West Indian mothers. She was neither mentally disturbed nor bordering on violence: she was just expressing her anger and distress in the voluble manner quite usual among West Indian women.

The headmistress felt unable to agree. In her long experience of dealing with West Indian mothers she had very rarely encountered such extreme behaviour. Such outbursts represented a real threat to the orderly running of a school.

The important question, we agreed, was whether or not the mother's reaction could be described as irrational. We considered her arguments. Had the head been justified in taking action on an incident which took place out of school, after hours? Clearly she felt fully justified: she had been under considerable pressure that term from local residents,

complaining about the rowdiness of pupils on their way home from school. Her school had a duty to its local community.

It was pointed out by the chief education officer that the mother's anger at her exclusion from the meeting was really surprising or irrational. Surely, the head countered, any reasonable parent would accept that this kind of meeting of concerned professionals would endeavour to act in the best interests of their children? It was obviously no Star Chamber. I suggested that it might well appear to be just that to the mother. The majority felt that this was extremely unlikely.

Time was passing. The head expressed her anxiety that the mother should be out of the school buildings before the end of morning lessons. What was to be done with Sandra and Doreen? Had the headmistress, the community relations officer enquired, understood the mother's anxiety? The head felt she had: the mother was worried about her daughters being excluded from the school and wanted them taken back.

This was not what he had understood. In his interview with her, she had said that she had no wish for her daughters to return to that school. Indeed she had already applied to have them transferred. Her feelings arose from anger at what she saw to be the injustice and insult of their suspension, and from the fear that they would be accepted back into a school she believed to be victimizing them.

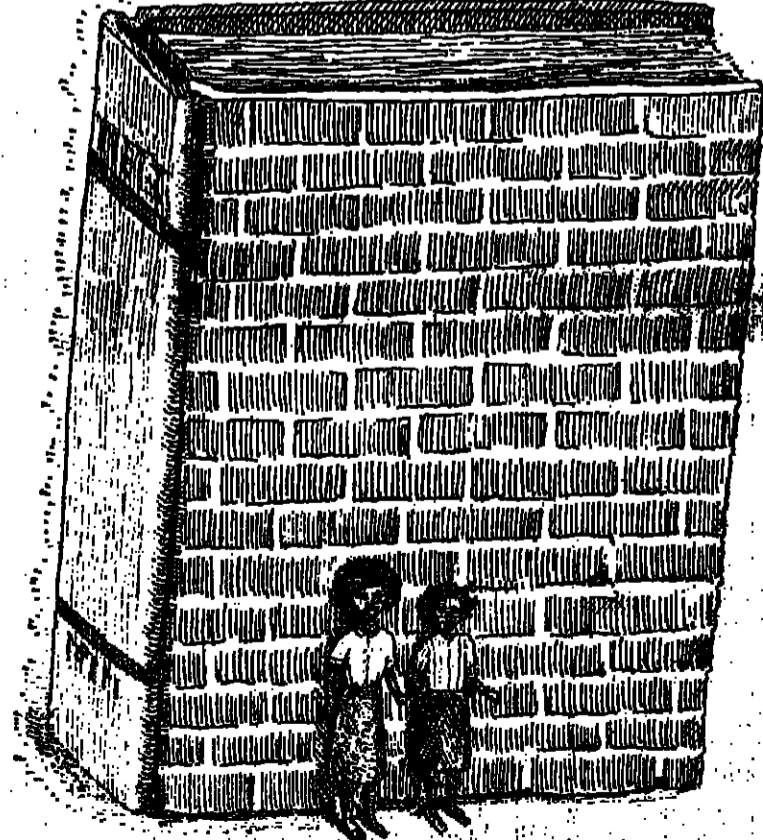
The education officer intervened. The issue then was simply where the girls should be transferred to. It was agreed. The meeting relaxed. The elder sister would simply be asked to leave. The younger sister could be transferred. The decisions taken, the meeting ended.

The mother left the school talking loudly to the community relations officer, her exit shadowed by anxious caretakers. I gathered afterwards that she was still angry at the way the school had treated her daughters.

Three questions remained in my mind. Is the existing right of appeal to school governors really adequate insurance that justice is done for suspended pupils? Is that right exercised so rarely because parents have very few complaints, or because they are depressed about their chances of success? What responsibility should schools assume for the behaviour of their pupils beyond the school gates?

Undoubtedly a vacuum of responsibility exists for teenagers on the streets. Are schools the appropriate social agency to fill the gap? Knowing how frequently West Indian pupils are suspended, I cannot help wondering just how serious an element cross-cultural misunderstanding and misinterpretation may be.

There are destined to be many more angry mothers sitting in school corridors before anyone starts to offer any answers.



The writer is a teacher in a unit for suspended pupils.

The magic of hard work

Heather Neill talks to Dorothy Heathcote, and watches 'drama's Red Adair' in action

"No, you don't talk about the weather for long with Dorothy." That was Carl, who has interrupted a promising career in teaching in Australia (and will have to accept demotion on his return) in order to work with Dorothy Heathcote for a year, testifying to her intense involvement in the teaching of drama.

Carl is not untypical. This year Dorothy Heathcote's students at Newcastle University department of education have come from all over the world—Australia, Canada, the United States, Malaysia—many of them at their own expense. Only four are British, and only one of those is on secondment; the others took the risk of being unemployed in September.

Why do they do it? The dreaded word "charisma" is muttered disconsolately by those who don't see Dorothy Heathcote's point of view. To her opponents (and she says she arouses hostility and approbation in about equal parts), she is a formidable guru, touching every humble drama lesson with magic simply by her electric presence, while lesser mortals watch spellbound and hope a little of the glitter will rub off on them.

When the priestess swoops dynamically to her next appointment, everyday teachers are left with a task made even more difficult by their lack of a similarly impressive personality.

There is, at first sight, some justification for this criticism; her students do tend to be protective, anxious that she should not be misunderstood, and willing to work all hours. (One young woman, gradually chipping away at her capital and with still vague prospects of writing a book, has taped every word Dorothy Heathcote has uttered professionally in the last four years.) She does fly about the world giving short courses, like drama's answer to Red Adair. And she does handle the media with practised nonchalance.

But isn't all this merely showbusiness? How can such a person be a useful teacher of teachers? Dorothy Heathcote herself is tired of the accusation that it is her towering personality for which she is valued, and not her more substantial contribution to education. Daily she strives to encapsulate her skills—which, as she is a practitioner not merely a theorist, are changing and developing—into simple words. She does not believe in "born teachers"; there are, she says, only people who are born to want to be teachers.

Her preparation for her controversial role is somewhat unexpected. She left school in Bradford at the age of 14 to become a weaver. After completing a

five-year apprenticeship, she went to theatre school for three years and then became a freelance director for amateur groups. At 24 she was appointed to her present job at Newcastle, and she has been there for 30 years running one-year in-service courses.

I met her in Carlisle during a week her students were spending teaching in Cumbria. The day before she had spent examining in Scotland. On this particular morning she taught a two-hour sixth-form lesson, the first of a pair, on *Hamlet*, and was to be driven to another school later in the day. Our talk from 12 to 3 represented her first "free" lunch period for months, and she was luxuriating in the fact that she had been able to rise at 7 am instead of her usual 4 am.

That is the first thing to notice about her: a good deal of the magic turns out to be hard work. Nothing is left to chance, everything is prepared thoroughly. This does not mean that a lesson is rigid; children, she says, need the security of someone they can trust, then 75 per cent of the "shifts" are made by the class members themselves.

Neither is there anything glamorous in her approach to children. With them, as with anyone else, she is outspoken, direct, rarely at a loss for words, but always polite, and not in the least remote. She never makes a pupil feel insignificant; but neither does she brook silliness, simply pointing out that giggling will preclude the most rewarding work.

Dynamic she undeniably is; she imagines her doing anything casual, out all her energy. Even this she swamped by such uncompromising Over lunch she remarked: "I could a lifetime watching a rock and a of a heart attack—there's that much on." The excitement of teaching there need never be a dull moment what she passes on, to pupils and alike.

Whether she is working with whose poverty of language inhibits enjoyment of each other's society, mentally handicapped people or little or no grasp of language at all with sixth-formers for whom Shakespeare does not leap to life, it is all the same process: overcoming basic understanding and thus to the enjoyable life for each child. Apart from that famous dynamic chief weapons in this are common sense and the courage of her convictions. "I like a film", while for others the same words remain stubbornly page-bound.

For this A level lesson, she took along a fragmented text of *Hamlet*, and borrowed a class of upper juniors. If this sounds like a circus which no ordinary teacher either could or would want to copy, it should be said that the juniors—who might as well have been first year secondary pupils—gained a good deal

from this experience. Not only were they treated as responsible people making a useful contribution to the lesson; but they were able to glean the story of *Hamlet* and, incidentally, have some fun.

Groups of sixth-formers chose pieces of text and then attempted to "stand them up" by using the younger children as "waxworks". Waxworks cannot feel or take instructions, so their positioning had to be exact so as to enable an onlooker to interpret the situation correctly. Attention began to be paid to all kinds of details of atmosphere and mood. For some of the children, *Hamlet* was, for the first time, acquiring a visual dimension.

Dorothy Heathcote's opinions about teacher training methods are not calculated to make her popular with the establishment. Colleges of education, she says, should be places where you learn, not your subject, but how to teach it. Students, she believes, cannot learn how to handle the role of teacher when they are themselves still "pupils" for the greater part of their courses; tutors cannot teach how to teach when they no longer have to put their skills in the test in schools.

Most controversial of all, she thinks particular tutors should accept complete responsibility for the training of small numbers of students. She would like to turn schools into "real places", where a resource like a laboratory or a theatre should be an information centre, so that children could become experts in areas of their choice. Obsession, she says, should be encouraged so that children would "find out less and know more".

Dorothy Heathcote is full of aphorisms like that. "Seeds of a New Life" is available for hire or purchase from Concord Film Council, Nacton, Ipswich, Suffolk.



Dorothy Heathcote, in a moment from the recent TV film on her work, "Seeds of a New Life".

Raising their sights

Jonathan Croall reports on a college course which provides a second chance for teenage and working mothers

"Once you start feeling your work's useless because the students aren't going to get jobs, you might as well give up." Yet there is certainly no sign that Barbara Armstrong, or anyone else in the Community Studies team at Hackney College in Stoke Newington, is about to do that.

In one of the poorest areas of the poorest London borough—Hackney has 12,000 families waiting to be housed, while in the Defoe ward around the college one in four are one-parent families—bringing new hope to local girls, women and men who, because of desperate home circumstances or bad school experiences, might otherwise never return to education.

The Hackney team work with a range of students from the locality, some of whom might achieve five or six O levels or even an A level, others only a certificate from the course and perhaps a few CSEs. Most would not be considered academic in the accepted sense; many come to college withdrawn and shy, often with massive emotional problems; several are still dependent on hostile or over-anxious parents.

In selecting for the two-year course, the team—who turn away as many as they



Hackney students work with children from the Defoe Day Care Centre as part of their community studies course.

enrol—take home circumstances into account. "Academic ability is not the first criterion for all students", says Barbara Armstrong, who got the course going six years ago. "We also look for warmth, and especially for people who seem prepared to think about their own attitudes." Unusually, students are selected in January, on the basis of a one and a half hour interview.

They arrive from school, often large comprehensive, with mediocre reports and an ingrained hostility towards tea-

chers. "I couldn't stay on", said one student. "The head said there wasn't room. I couldn't get any home economic or needlework." Anyway, the teachers just weren't there." They said you should be an example to others, said another, "but if they bugger you about, you can't be a willing example, can you?" Even in the sixth form you had to ask permission to go to the loo", said a third, with disdain.

The college offers a different experience. Relations are deliberately made informal and warm, not so difficult when teaching can be done in small groups. Within the

constraints of the timetable, the team try to break down what they see as the prevalent snobbery that can exist in a group in which academic levels vary. "The problems don't miraculously disappear", says Judith Hinman, another member. "But the group come together on straight academic ground."

The formula appears to work. Students speak of their freedom to talk to teachers, whether about educational or personal family or welfare problems. "The teachers are very understanding and discreet." "The informal

brings out a lot in everybody." "We can express ourselves very openly" were characteristic comments. The students also seem to stay the course: the three not going on to a second year this September, owing to family pressures, are the first ever to have dropped out.

Judith Hinman points up the contrast with the students' school life. "There they never felt they could reveal their problems; but here they seem to blossom. We try to give them confidence that their views matter, that teacher is not always right. By the end, the composure and competence of some students is really stunning."

The course aims to get local people into the "caring professions"—working with children, the handicapped, the elderly and the infirm. All the students have courses on human development, home economics, art and craft, the history of the welfare state, the individual and the law, special education, mental health and first aid, some of the work being integrated across subjects. Those who need particular qualifications study for the relevant O or A levels or CSEs, either with the team or elsewhere in the college.

Inevitably, some students enrol with unrealistic ideas about their suitability for a particular job, or their capacity to gather up the necessary qualifications. Often this reflects parental pressure. Nursing, for instance, has a high status in West Indian families, and it taken to steer students in a direction away from their families' hopes. "We try to show them a range of alternatives", says Barbara Armstrong. "In this way we are able to alter their sights without too much fuss."

The Hackney team have no illusions about the job market. At Easter some 2,200 school leavers were chasing 64 vacancies in the borough; when this term the picture will be even gloomier. The teachers make it clear to the students that, while in the past most have found the type of job they want after the summer break, a few have had to wait long (Last year all 15 leavers were fixed up by October.) Meanwhile the students are urged to get anything they can, even if it is only to fill in. Some of this year's group already have summer jobs at United College Hospital, and all of them have gone to the interview stage for one or more jobs.

The teachers feel local schools fall down on careers advice, helping them to place and neglecting more difficult cases. It is a criticism echoed by the students. "Our careers adviser wanted the girls to do typing", said one girl

now aiming for midwifery. Another said her year of 180 pupils reckoned the careers help at school to be "a waste of time; we did all the work".

The course also aims to help students understand their local community. They are encouraged to work on projects, for example on the history of the college's local social services, and old people's memorios. On this last topic they get practical help from a small group of pensioners, who come in for a weekly English class, but also spend time talking with the students about their lives, past and present.

But community awareness is not just a question of finding out what goes on in Hackney. Judith Hinman underlines a further aspect of the teachers' role: "We try to engender critical attitudes about how institutions are operating, and about the care provided. But we also have to enable the students to be positive agents for change from within."

It can perhaps be tricky to balance a commitment to community regeneration with the need to allow students to make the final choice of what they want to do. For example, Hackney has as many as 32 children's homes, catering for the enormous number put into care. Even in such a multi-racial area, West Indian children are over-represented. The problem is similar in areas such as social work and special education.

While giving students freedom to choose, the team encourage young West Indian men and women to aim for jobs in these homes. But, inevitably, a social science and personal hopes don't always coincide. "I see one mature student commented candidly: "Sometimes I think they need black social workers; at other times I think I just don't want to listen to other people's problems."

The team also try to combat the idea that working with children is a second-class profession for the less bright; there's still a long way to go on this last point; only three of the 75 students are male. "I thought there was a bit of a womanish look to the course", said one young man. "A lot of my mates did social studies at school, but I think the cookery puts them off. However", he added quickly, "I'd encourage other blokes to do it. But they ought to come along and talk to us, and see the course in operation."

The teachers are not wholly satisfied with the examinations they use, hoping to shift more of their CSE courses into Mode 3. They also feel their assessment methods could be more effective, and are about to take a close look at the *Pupils in Profile*

scheme developed recently by the Hackney teachers' Association of Scotland working party.

When—or should it be if?—the current Hackney students make it into the fast-diminishing number of jobs in the "caring professions", they may find the transition to full-time work less difficult than others do. A crucial element in the course is the "placement", for which students spend one day a week in a local nursery, hospital, special school, day nursery or old people's home.

The placements allow the students to express themselves in different ways from school", says Dave Drake, another team member. "They also allow them to see clearly what the work entails", says Barbara Armstrong. "As a result, students don't have many illusions left to be shattered."

It is only a few yards' walk to one of the already modest college sites, beside the three portable classrooms used for community studies, stands the Defoe Day Care Centre, one of several UK projects part-funded by the EEC for their Pilot Programme to Combat Poverty.

The centre, now in its second year, provides 26 places for children aged between 13 weeks and five years old. This of course hardly makes a dent in Hackney's pre-school statistics, where 93 per cent of under-threes and more than half of the three-five age group have no provision. "Because people are so poor, the centre is full, Defoe has already had to close its waiting list."

Among the most desperate are teenage mothers—many still dependent on their parents—and working mothers whose children would otherwise be minded or taken into care. "At £7 a week, the child minder was taking top much of my wage", says Sheril Bond, a mature student with a four-year-old daughter. She had wanted to become a social worker, but had only a few CSEs—and I never mention them at interviews."

Encouraged by Barbara Armstrong, who keeps in close touch with Hackney families, she applied for a place on the course. With her daughter settled into the centre, she now has four O levels as ammunition in the job battle, and is working for A levels.

As well as teenage and working mothers, the centre offers places to children of isolated mothers, or men and women who wish to train or retrain to

improve their job prospects. The mothers, unusually, are encouraged to take part in the day-to-day running of the centre. Since the majority live within half a mile, this has already started to happen.

For the college students the connection is especially useful. Those with children in the centre (there are 5 this year) can drop in informally—and if they have babies, can go across to feed them at lunchtime. Other community studies students work along side the Defoe staff, who supervise their placement work in close conjunction with the college team, two of whom are on the centre's management committee (which also includes parent and staff representatives).

There's little doubt that these links are mutually fruitful. The centre can use the students' developing expertise with the children, especially valuable when extra help is needed during the weekly staff meetings, or to cover for the occasional staff absence. In turn, students, whether actual or potential mothers and fathers, are exposed to a wide range of practices and assumptions about child-rearing, on which the staff try to stimulate discussion and observation.

There can be difficulties. Students whose upbringing would be classed as authoritarian don't necessarily find it easy to avoid using similar methods at the centre, despite the staff's very different ideas, and example. One or two students, evidently with little chance to play during their childhood, have been known to take their own toys and water, to the exclusion of the children.

"Although it's a cliché for such a venture to claim to be breaking the 'cycle of deprivation', this is nevertheless what is being done in the college and centre. Barbara Armstrong believes a latent community spirit has emerged from their combined work: "In fighting and struggling for their children, people discover strengths and abilities they have been conditioned to believe they lacked. While valuing their children, they begin to value themselves, and actively work towards a better total environment."

The Defoe centre was built, with the help and support of local people and college students, at a tenth of the cost of a state nursery. However, the EEC money runs out next April, though funds for one more year may still be forthcoming. With further education and for teenagers in the fact that the people of Hackney must go cap in hand to Europe in order to work with families held low by poverty.

Mind of man

Richard Gregory reviews the 1976 Reith Lectures

Mechanics of the Mind. By Colin Blakemore (BBC Reith Lectures 1976). Cambridge University Press £10.50. 521 21559 5. £3.95. 521 29185 2.

This is the book of the Reith Lectures of 1976 by the youngest-ever Reith Lecturer, Colin Blakemore, a Cambridge physiologist, who has contributed challenging ideas and experimental data to problems of the development of vision in animals—and so by implication to how we come to know the world by perception. He is thus at the experimental end of a centuries-old debate on how far the mind can be understood in terms of physical processes, and how much must be learnt in infancy. His own contribution is finding physical brain changes from early experience. This book shows full awareness of allusions to classical sources while many very recent ideas, and experimental and clinical observations are reported with a particularly clear, concise, pure style of writing which allows a lot to be packed into a small compass.

The book is extremely readable, and its collection of pictures, many in colour, set a standard few books on science can match. They are consistently interesting and often beautiful. (Indeed, perhaps they suggest that the Reith Lectures should be presented on television.) The themes covered include effects (and the sometimes surprising lack of effects) of brain damage; phrenology;

early notions of how the anatomy and function of the brain are related to mind; the sense of time; sleep and dreams (Proust gets only small change, perhaps with the welcome inclusion of new ideas); esoprotective (with a particularly good comment suggesting natural excretory substances); electrical brain rhythms; perception and art; strange abnormalities of memory; language in chimpanzees, and ends with human mental abnormalities.

This is a rich and full meal, but is lightened by the style of presentation. We find well-turned sentences conveying difficult ideas with cunning economy. The description of the complicated relations in early neurology between *natural spirit*, *vital spirit*, *rete mirabile* and *animal spirit* is a masterpiece of intelligent, intelligible compression into half a dozen lines. For an example of the style, how about this summing up of phrenology: "Unlike the hypothesis of evolution, phrenology was a hand-wagon riding on a bumpy road to scientific disgrace..."

This book is bound to be compared with J. Z. Young's Reith Lectures, also given quite early in his career—*Doyle and Certainty in Science*. J. Z. Young's were more an excursion into his own thoughts, and have a conceptual richness which survives for the reader today. Colin Blakemore is writing as a commentator of what is going on in brain research. He is an excellent commentator of an exciting and promising field of science which has clear and deep humanistic importance.



Pictures and conversations

Brian Alderson on book illustration

The Illustrator and the Book in England from 1790 to 1914. By Gordon R. Ray. Penguin/Merrigan Library/Oxford University Press, £33.00. 19 519883 2.

When We Were Young: two centuries of children's book illustration. By William Feaver. Thomas and Hudson £2.95. 500 27075 9.

What on earth, it may be asked, is the need of reviewing here a catalogue costing £33 for an exhibition that was held in New York more than 12 months ago?

The answer must lie in Dr Gordon Ray's introduction where he explains how the facts of the exhibition prompted (and provided admirable excuse for) a study of English book illustration more detailed than anything previously published. Admittedly there have been more descriptive accounts (Percy Muir's *Victorian Illustrated Books* (Batsford, 1971) for instance) and profounder examinations of individual aspects (John Harvey's *Victorian Novelists and their Illustrators* (Sidgwick, 1970)) but Dr Ray's sumptuous volume with its 270 illustrations has a form and an authority that make it essential to the study of its subject.

Rightly seeing the complexity of nineteenth-century book illustration as stemming first from the emergence of a variety of new printing methods, and second from an outbreak of unparallelled genius in the illustrative genres, Dr Ray has organized his account of the matter into sections broadly based on technical processes: "Etching in the Early Decades of the Nineteenth Century", "The First Half Century of Lithography", etc, within which he is able to discuss the specific contributions of individual artists.

Every section, every artist, and almost every book is given a lucid, balanced appraisal and, by a masterly series of references, both within the book and to outside sources, Dr Ray allows the reader to build up a clearly intelligible view of a huge and chaotic subject. (Not least to be praised in all this are Thomas Y. Lang's formal descriptions of the books discussed. These, in themselves, give the catalogue a permanent reference value, even though there are some odd slips: the 1877 *Baby's Bouquet* was published by Routledge, not Warner; *Clever Bill* was, I believe, printed litho and not process; and Houtschel surely requires mention in the 1854 Salomon.)

There can be no denying that Dr Ray sees his book as a contribution to the literature of book collecting—and it is a public celebration of his own superb holdings, destined no doubt for the library that sponsored both the exhibition and the catalogue. This means that much of the material described borders on what the Americans vulgarly call "high spots"—and that through the notion of bibliographical points and the inclusion of an appendix of "100 Outstanding Illustrated Books", the volume will give further fillip to an already busy and expensive field of business.

Nevertheless, while one may regret the absence of a full acknowledgement of the place of popular illustration, it could be argued that much of the activity that was taking place outside the spot-lit areas was deeply influenced by the work that Dr Ray discusses and that, by its clarity, his catalogue will assist our understanding of the wider of less talented book-work of the period that has its own fascination.

One of the most obvious categories here is that of children's books, major examples of which Dr Ray discusses perceptively and in minor examples of which he still not altogether affected by the current saleroom vogue.

It is unlikely, though, that the inquiring collector, or the inquiring student, will get much help or much joy from another new book: William Feaver's hastily

assembled introduction *When We Were Young*. In direct contrast to Dr Ray's illustration, Mr Feaver's text is both confusing and leading: "as surely any attempt must be made to cover 'two centuries of children's book illustration' in a mere 15 pages, it is no balance to the book: Crankwell's statistics get more than a page while all remaining experimentation in Europe and the US during the twenties and thirties is barely three."

And there is no consistency. As we expect from Mr Feaver, a number of his naive queries are brilliant (How many "taken-over" versions of *Kelmscott* or *wood engravings*, or *Little Nemo*?) but they are not embedded in a text that develops any sort of case either in technique and style or about customer response.

All this is a pity, because despite a few early mistakes, Mr Feaver obviously loves and enjoys his subject. His choices, judgements and annotations of over a hundred illustrations could, with more care, have been enjoyable and thought-provoking. While his arguments his vivacious writing might have been intellectually as well as commercially rewarding.

If there is a failing in Gordon Ray's catalogue it is perhaps his neglect of the lesser black-and-white artists of the nineties. Neither H. J. Ford,

"Fairy books", nor J. D. Batten, who illustrated those of Joseph Jacobs, gets a mention. These pictures are from Dover editions of *The Orange Fairy Book* (left) and *More English Fairy Tales* (right), both of which display their work in good photolithographic reprints.



How shall I teach?

Gerald Haigh reviews three Open University correspondence texts on curriculum

The Scope of Curriculum Study. Unit 1: The Case of Mackenzie. By Robert Bell and Douglas Pitt. Unit 2: Basic Questions in Curriculum. By Malcolm Skilbeck. 335 6550 3.

Towards the Whole Curriculum. Units 9 and 10. By Peter Scrimshaw. 6553 5.

Problems and Possibilities of Curriculum. Unit 22: Issues in Curriculum. Unit 23: Strategies of Curriculum. By Eric Hoyle. 335 06558 9. An Open University Press.

These three books are correspondence units for the Open University's course *ED3 Curriculum Design and Development*. They are not randomly chosen, for each one marks the start of one of the three sections of the course. *The Scope of Curriculum Study* begins the course and also introduces the Open University's perspective on the curriculum. *Towards the Whole Curriculum* introduces Section II, "Curriculum Design and Innovation". *Problems and Possibilities* begins Section III "Curriculum Innovation".

As correspondence units, these books are very closely linked with other elements—with set readings from other books, with radio and television programmes and, perhaps to a lesser extent, with face-to-face tutorials. Nevertheless, the Open University has always maintained that the correspondence texts can stand in their own right, and they are separately available through booksellers. From my own experience I know that Open University correspondence units are widely used as reference and background

material by students and tutorial staff in other establishments. It is very common indeed for someone in a tutorial or seminar session to pipe up with the glad tidings that "There is an Open University unit on this!"

Any student or teacher faced with the question "What do we mean by the Curriculum?" would benefit from a look at the first of these books—*The Scope of Curriculum Study*. The cover illustration—a charming medieval seal showing a hapless lad being birched on the backside by a stern master (presumably it never did him any harm)—gives early warning of the fact that "Curriculum" probably means a lot more than we might think, and that the argument about where the boundaries lie, and how the various elements of the field fit in relation to one another, has far to bog us all down before we start.

Enterprisingly, the writers of the first unit, after a fairly short discursive introduction, get straight into a case study of R. F. Mackenzie, a Scottish head who was suspended from his post at Summerhill Academy, Aberdeen, after a political row about his methods. As a discussion of the issues surrounding a controversial innovator, and a collection of the documents involved, this unit is valuable and would provide excellent material for anyone looking for examples and case studies. In Unit 2, bound in the same volume, Skilbeck sorts out some fundamental questions on the curriculum and asks them in a refreshingly straightforward way: "What Shall I Teach?" "How Shall I teach it?" "Why shall I teach it?" "What resources do I have at my disposal?" "How do I know whether I have succeeded in my teaching?"

Although these questions can be asked in this direct way, they obviously defy any attempt to provide equally easy answers. Skilbeck uses them to bring up a variety of discussion points: are some subject areas obviously more important than others? What does it mean by social and personal development? Is there

a valid distinction between content and methods?

As a quick overview of the field and one which clips away at a lot of easily held assumptions, Skilbeck's contribution is excellent. He is not completely immune from jargon, however, and one of his sentences is begging for inclusion in Gowers's *Complete Plain Words* as an example of what to avoid: "Resources for learning are frequently inadequately utilized because, at the institutional level, a complex administrative network is required to ensure their ready availability." This means, I think, "Resources stop teachers from using resources".

Towards the Whole Curriculum also uses a case study—of Stantonbury Campus, a federation of three comprehensive schools which is making heavy use of resource-based learning techniques. The non-Open University reader is handicapped, however, by his lack of a quantity of documents on Stantonbury which are supplied in a folder to the student who is taking the course. Without this, the early part of the book is a little less convincing. The latter sections, although using Stantonbury for illustration, stand better on their own. Scrimshaw here looks at various views of the whole curriculum—the "liberal" view of Hirst and Peters, the "dual approach" of Hattock, the "community" curriculum epitomized by Midwinter's writings, and the "child choice" curriculum. This particular argument has often, in the past, concerned itself only with the "Child Centred" versus "Subject Centred" dichotomy, but Scrimshaw's expansion of the categorization is helpful and lucidly done. His identification of a "Community" movement in the curriculum is particularly welcome and of the greatest possible relevance, especially to those concerned with the urban secondary scene. His use of diagrams is judicious and illuminating.

Units 22 and 23 of the course, bound up as *Innovation: Problems and Possibilities*, introduces the topic of curriculum innovation. The

first unit is short, and looks back at some of the earlier units, using their experience as material for a discussion about innovation. In so far as the "one-off" reader will not have seen much of the material referred to, the limitations are again clear. Even so, the general argument about the context of change, and the constraints surrounding it, is useful.

In the second part of the book, "Unit 23, Strategies of Curriculum Change", is much more independent on other material. It uses a systems approach to create a framework within which the phenomenon of curriculum change can be caught and studied. The first step is to lay down the parameters of change—rate, scale, degree, continuity and direction. After discussing each of these, Hoyle goes on to the process of innovation, which he lays out as a continuum with the stages invention, development, diffusion and adoption. Succeding sections look at "Fundamental" Strategies for effecting change. "Recent approaches to curriculum change" and "The Concept of Planned Change".

Hoyle himself points out that this approach is not the only one, and it does suffer from having an air of detachment from reality. Arriving in a school with parameters all dimensions at the ready is all very well, but real institutions have a nasty habit of not fitting them, and this is complicated by the fact that every individual within the institution will have his own set of concepts and working models. Nevertheless, the student of innovation is undoubtedly helped by the prior possession of some concepts and dimensions with which to make a start at sorting out what could otherwise remain a confusing

and incoherent set of motives and happenings. The important thing is that he should be ready to bend, or discard, his categories where necessary. Given this, Hoyle's unit is remarkably clear and makes sense of a very complicated subject.

The disadvantages of OU units to the outside reader are obvious, and someone thinking of buying one on the strength of a compelling title must look carefully to see that he is not getting a collection of comments on some other material which is not there. There are advantages, however, which are not easy to explain, and which are to do with what I call the "flavour" of the books.

To begin with, they are beautifully produced, with wide margins for notes, good pictures, good paper and clearly numbered paragraphs with lots of sub-heads. In an age when most publishers are trying to find ways of cutting costs to the bone, this is in itself a valuable asset. This clarity also means that it is very easy to skim them for relevant points and quotations—a slightly lesser asset for the MEd or Diploma student writing an essay. Similarly, they have a welcome way of making points in a punchy, one-two-three manner, with the effect that the volume begs to be picked up and leafed through, and gives us its message readily.

If only education librarians and some booksellers would not commit the nonsense of trying to classify them along with "ordinary" books. The approach used in so many of them (to say nothing of the A4 format) makes this a little and unhelpful exercise. What the student needs is a special shelf of OU units classified by course. They are certainly worthy of a wider audience.

The Clever Moron

R. S. SCORER

Author of 'Pollution in the Air'
"Domestic sermons may be thought a bit odd hat by the converted, but if there are still unbelievers around let them start here. It is good reading, powerful stuff intended to provoke."—*Harford Thomas, Guardian*
"A fascinating way of looking at technological development. It has some of the things to say about the less scientists and hasty technologists who are squandering resources at an unmanageable rate."
—*Pearce Wright, The Times* £3.95

The Evolution of Educational Thought

Lectures on the Formation and Development of Secondary Education in France

EMILE DURKHEIM

Introduction by Professor Maurice Halbwachs
These lectures, perhaps the last major work of Durkheim's to remain untranslated until now, were first given in 1902 to meet an urgent contemporary need. They present a vast and bold fresco of educational development in Europe covering nearly 800 years of history. The work has much relevance for contemporary educational debate, because it deals both with questions of what sort of theoretical training teachers ought to have, and with problems of the curriculum. £7.50

The Sociology of the School Curriculum

JOHN EGGLESTON

The school curriculum has in recent years been subjected to extensive scrutiny, but there has been little specifically sociological analysis. John Eggleston presents a distinctive, wide-ranging and accessible sociological examination of the curriculum as an aid to an understanding of the present state of the subject, curriculum and the issues of social control that surround it. He looks in particular at the nature of the curriculum experience of teachers and pupils, its availability to them, their response to it and the consequences for them. £4.95, paper £2.25

Teachers are invited to write for inspection copies of book made at Broadway House, Newington Road, Henley-on-Thames, Oxon RG9 5EN.

Routledge & Kegan Paul

39 Store Street, London WC1

All kinds of cliché

John Macdonie

Kinds of Music. By John Payne. 1, 2, 3 £1.50 each; 4, 5 £2.00; 6 £2.50 each. Oxford University Press.

Kinds of Music is a text-and-tape package designed to appeal to advanced juniors and the first years of secondary school. The book has two merits: it is relatively cheap, and the sound quality of its tape examples is better than one normally encounters in kits of this kind. But that is all.

There is something good to be said for the principle of providing advanced pupils of school music with a broad repertoire of listening material, and sound material which extends the range and precision of the vocabulary of the subject. It is no bad thing if, in the process, one manages to attract more attention to the sound that generally pass unheeded; it would be fair to say that in this respect the book is successful. The author's attention to the present-day adjectives of the language, the author's use of the subject as a very

good example of the subject, is not good enough. The examples are grouped as "moods and messages" and "moods and messages" and "moods and messages", range from very effective and from folk and very symbolic and avant-garde. And the range is not entirely to music of an interesting kind. An ice-cream van stands for "ice-cream". Bob

Dylan and Woody Guthrie stand for social protest, Yves, Henry Cowell and Penderecki for pictorial images of one sort or another. The error of excluding all "absolute" music from consideration: no Mozart, Bach, Beethoven, no dance, no Hayden divertimento.

One is not only put off by the deliberate trivializing of what music is presented (though it is difficult to see why), but also at the jabberwockian contradiction of a method pretending to teach people to listen in a musical way which then goes to extraordinary lengths to exclude the slightest reference to sound in its own terms from arising.

In this literalist bias, as in its musical preferences, the series belies much of its novelty. It is flash, hip, conventional. Broadcasting succeeds (if that is the word) in this field because both BBC and ITV are better skilled at selection and presentation, and because there is a constant turnover of material. John Payne does not have the professional broadcaster's verbal skill, and moreover, his material, presented in a similar fashion, gives an overwhelmingly ephemeral character to what is intended to be used over a longer term.

One must decline a text as confused in logic and slipshod in fact as Mr Payne has contrived to make it. In his notes to the teacher he uses the old ploy of setting impossible tasks which then blame the teacher for the failure of the course. "It is fundamental to the principles of this course that those who use it should experience music by taking part in performances, by creating music of their own, and by hearing us much more as possible." This on page 1. But to satisfy the very skills which the course pretends to teach—and if you have them already, why bother with the course?

There are other disclaimers. "The basics of music-education are, therefore, awareness of sounds of many different kinds and experience of

their expressive potential, (rather than) knowledge of organizational methods". This is not only unfair to music educators, but is simply a fancy way of saying that one should not be concerned only with technical instruction nor simply feeding pupils ready-made answers to well-established lines of inquiry (sic). It should help them to set up and answer problems of their own devising in the real world of experience—which is what all artistic enterprise is about. And again, "Don't explain too much, but do ask the right kind of questions."

Now statements of this kind indicate several things: that the author cannot write intelligibly; that he cannot see the slightest concern for, or on any suspects, experience of, practical class teaching; that underneath all the aesthetic claptrap he has not the least idea of how music is made. "A composer," he says on page 8, "learns how to look out for certain signs, indications of ways in which musical ideas can most usefully be developed. He learns to work his materials (sounds) in the light of these discoveries." There is the notable characteristic of the writing: the generalizations are arbitrary in its lucidity. Mr Payne's *Kinds of Music* speaks for itself.

The pupil's texts are no better. "Simple but effective instruments can be built from any kind of odd material." In the same way, no doubt, that a lute can be built from any old bits of wood. Always the pretence that it is easy. There is a deep and presumably unintended irony in the contrast of so many illustrations of popular street musicians playing genuine instruments (work) with the idea of the affluent young readers of this material mucking about making "see harps, chordal dulcimers" or "monstrous contrived 'lute' instruments based on the exhaust manifold system of a military vehicle and an old horn taken from a wrecked Public Address system"—which is "only play".

Children are stupid. They know that music isn't easy. Therefore anyone who pretends that it is, officially, is making an elementary mistake.

From kitchen table to a place in the museum

A new crafts study centre encourages visitors to handle the objects. Christopher Griffin-Beale reports

The Crafts Study Centre, which has just opened at the Holburne of Menzies Museum in Bath, is the first permanent place where a collection of the finest work by British twentieth-century craftsmen (and women) cannot only readily be seen but also handled. The collection includes pottery—most notably a large number of Bernard Leach's pots, painted by the artist himself—woven and block-printed textiles, iron-work, furniture and calligraphy, together with the craftsmen's notebooks and other documentation.

By denying the opportunity to handle and touch objects, traditional museum display arguably denies not only an essential process in their appreciation, but one of their original functions—to be handled and used for read, if it is a book. In a museum one can touch only by proxy: that craft objects serve a practical, as well as aesthetic purpose.

The inspiration for the centre springs indirectly from Phyllis Barron, one of the most notable craft pioneers, who rediscovered for herself many ways of block-printing fabric. When she died she left a collection of her work to Robin Tanner, the teacher and retired HMI.

Tanner and other craftsmen and enthusiasts gradually evolved the concept of a study centre and struggled to get it established. Besides Robin Tanner and chairman James Noel Whitto, the centre's founding trustees include architects, designers and craftsmen. Many collectors and craftsmen offered exhibits as donations or long-term loans, and the trustees obtain funds from the Victoria and Albert Museum and many trusts, and raised finance from other sources.

Original landscapes

by Bryan Waites

Case Studies in Geography City Zones Industrial Location Docks Compiled and edited by Bruce Weston Nicholas Hunter Filmstrips, Multon Yard, 46 Richmond Road, Oxford OX1 2JT. £2.50 each.

Each set consists of 12 colour slides with a short descriptive booklet. Almost all the examples used are from Liverpool. For instance, City Zones shows a fine aerial view of Liverpool's CBD, a central shopping precinct, clearance in an inner city area, renewal, inner and outer suburbs and new town creation. However the editor discloses only three where in Liverpool the photographs were taken. Similarly, in the set on Industrial Location, which does use some examples from outside Liverpool, he does not often specify a site.

On the whole, Liverpool is an excellent choice to illustrate these three topics. However, one would hope to see just a few examples from elsewhere to give balance and contrast. The slides are mainly of good quality and well chosen to bring out the geographical points made in the short but valuable booklets. Three-quarters of the slides are excellent aerial photographs.

Only the City Zones booklet contains classroom exercises. This seems a pity as they do require the user to generalize from the Liverpool examples and to try to apply them to his own area. It is not clear what age range these are for and it would be helpful to have a few location maps in the booklets.



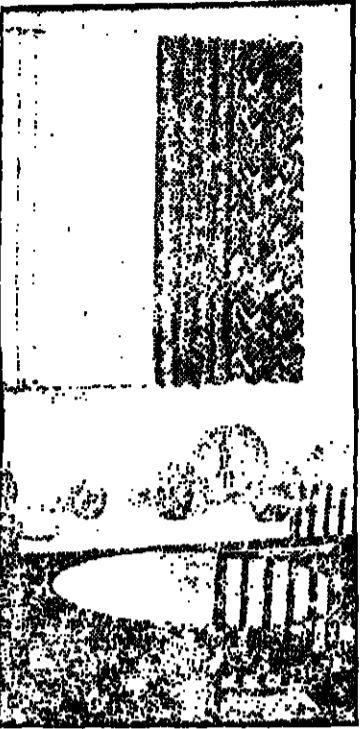
HMV Monarch Junior 1911.

This year is the centenary of the invention of the phonograph, and the Royal Scottish Museum is celebrating with an exhibition: "Phonographs and Gramophones".

The phonograph was invented by Thomas Edison using tin-foil as a recording medium. The first wax cylinder phonograph was produced by Alexander Graham Bell and associates, the first disc by Emile Berliner, and cylinders and discs were used for many years.

Retort stands, made from PVC are now obtainable from Griffin and George and many other suppliers. The stands, made by Azlon products, are said to be unaffected by any of the reagents normally found in a laboratory and cannot rust. They are also, says Azlon, "easy to clean and store." The stands are available in three sizes.

Further information from Azlon Products Ltd, Glyn Street, London SE11.



A corner of the museum.

An educational swap shop

by Nick Thomas

Learning Exchange: The Idea in Practice An action kit from Ideas in Education Publications, Fulmer House, University of Sussex, Falmer, Brighton BN1 9QP

Learning Exchanges are possibly one of the most significant new ideas in education for a long time; paradoxically, they are also extraordinarily simple.

A learning exchange is based on the realization that all of us have skills which other people would like to learn. Everything from baking a cake to speaking Spanish, from mending a car to playing the violin. What is necessary is some way of putting the "consumer" in touch with the "producer"; depending on the size of the project this can be done with a card index and a telephone, through a broadsheet, or simply on a public noticeboard.

This folder combines examples of practical schemes with theoretical discussion in an accessible way. It could be used by sixth forms and even in younger classes both to start an actual "learning exchange" in the school, and to spark off a discussion about what education is and what it ought to be.

Ideally, everyone will both "produce" and "consume", and skills will literally be exchanged: the cook who wants to speak Spanish will meet a Spaniard who can't cook. But obviously things work out less neatly in practice, and a fully viable scheme depends on a large enough pool of potential users. Most of the exchanges that so far exist have separate categories for "offerers", "learners" and "professionals" who need to charge for their skills.

On a theoretical level, learning

exchanges relate to current criticisms of institutional education—namely, of course, the narrow features of its curriculum. One of their criticisms is that they do not give learners an education: a community learning exchange easily have, for instance, the old teaching French to a student in exchange for gardening skills. In this way, as the points on the concept parallel the teaching of English to immigrants, which is similar across age and cultural differences.

Clearly, it is not necessary to have a complex theoretical underpinning to such an exchange. From one point of view, they are an extension of relationships which exist all the time in a community. The exchange is a formalization of the ways in which we already acquire many of our skills. They can be seen as a rationalizing and organizing of the informal learning which goes on in groups, clubs, associations, they also shade off into the activities and free school, for instance, and in a sense provide a missing link between the formal and the informal.

For these reasons, the idea should be of great interest to a wide range of the users of education: to teachers and principals, well as to older pupils. It is a number of leaflets and letters from established exchanges in this country; information on sometimes very large scale operations in the United States, New Zealand and Australia; a theoretical context and some suggestions on how to start a small-scale learning exchange; a practical example of the concept; a list of articles, criticisms and letters from new projects, and a list of future editions.

Towards a national catalogue

Audio-Visual materials: development of a national cataloguing and information service. By O. Fairfax, J. Durham and W. Wilson. Published by Council for Educational Technology.

The use of audio-visual materials has greatly increased in this country during the last decade, but the task of cataloguing and classifying all the material has not kept up with the supply. It is often difficult to trace the source of much audio-visual material.

CET's Working Paper No 12, Audio-Visual Materials: development of a national cataloguing and information service, is the report of a joint feasibility study for the British Library and the Council for Educational Technology. Some indication of the size of the task confronting the authors of this report can be gleaned from one statistic. The Educational Foundation for Visual Aids has details of over 450 organizations that produce audio-visual materials that are available to a wide range of teachers, institutes of higher education and many schools are produced exclusively.

Just in case there is anyone left who has not had enough of the Jubilee, the Coop is offering a package of materials for projects and publications. It contains a source book of information about events during the reign, a script for a Silver Jubilee celebration and an extended play record of five Silver Jubilee fanfares. The fanfares were composed by school children in response to a competition sponsored by the Coop, and band scores for them are available free.

Copies of the package and band scores are obtainable from The Co-operative Wholesale Society Ltd, Royal Silver Jubilee Project Office, PO Box 85, Manchester.



Views of Blackhall.



Views of Blackhall.

The latest of the series of 12 filmstrips based on youth hostel buildings which describes a part of South Wales. The series is produced in collaboration with the Youth Hostels Association and so far there have been 12 titles dealing with parts of Snowdonia, Northumberland and Cornwall.

The filmstrip gives maps showing the area and its geology, and photographs of the buildings. It would be useful as an introduction to the area or as a resource for a visit. The material after a visit. The cost is £2.50 for a single frame, £10 for a double frame.

Further information from Educational Productions Ltd, Ford Road, East Ardsley, West Yorkshire LS17 8JH.



Experiencing industry

Robert Warwick

Teachers who managed to stay in touch with industry during their own school days will have heard a number of the young people who had recently spent some time in industry. They would be interested to hear that they had managed to do so.

In the last few weeks I listened to between 150 and 200 people talking about schools and education. Very little of what they had to say was favourable. The foreman training engineering apprentices was particularly scathing about the quality of the education he had received. He said that the education he had received was "not worth the paper it was written on".

Technology and school

Philip Falkner

Increased interest in achieving a balance between schools and industry, and concern for the relevance of education to national life, has led to a number of initiatives. One such initiative is the Department of Industry, which has had a Committee on Technologies. The Committee's task is to promote the adoption of which would provide substantial benefits to industry. The panel is now concerned to set up small working groups to devise and collate teaching material, illustrating industrial practices in materials handling, telecommunications and computer systems. It hopes to establish a unit equipped to produce and evaluate teaching material on a pilot scale, before more widespread distribution.

There is a danger that a number of different organizations, working in the same field, could be doing the same thing, uncoordinated approaches to schools and industry. Recognizing this danger, the schools panel is anxious to cooperate with other groups in this field, such as the Schools Council Industry Project, and the Under-16s Project sponsored by the CBI. Liaison meetings are being arranged for this purpose. The panel wants to ensure that

Quality or qualification?

Philip Coggin

Employers are virtually unanimous in their support for the education of "the whole man". This was the overall impression of 41 teachers from this school, after they had each spent a day in one of 36 firms and other places of employment in Swindon.

Communication, by far the most frequently mentioned topic in their reports, was seen not only as vital to the smooth running of industry, but also as an expression of applicants' personality, the means, for instance, by which they sold themselves at interview.

Personal qualities such as self-discipline, reliability, initiative, independence and flexibility were seen to complement such social qualities as cooperation, sociability, good manners and consideration, which were vital to the teamwork on which employment depends.

The following selection of extracts, administered to summarize the views of employers on this aspect of education. The references concentrate on employees in the lower half of the ability range.

"Each team is free to decide its own work pattern, so at this basic level of employment teamwork, cooperation and initiative are required. It is obvious that one uncooperative, uninterested, or selfish operative can destroy the harmonious relationship essential to the work structure. It is therefore attitudes of entrants to their work and their colleagues that training officers and supervisors constantly 'stress to me'."

"The importance of responding to and contributing to team-work was emphasized by nearly all those interviewed. This extends on the one hand to the value of 'courage' and 'esprit de corps', especially on the shop floor to compensate for the relative boredom of repetitive, non-creative routine and the somewhat impersonal surroundings. On the other hand the concept of team work is extended to include belief in the relevance of seemingly silly, or boring, or insignificant routines or jobs to the final end."

"The management seemed to place character as the most important factor in interviewing a future employee. Their attitude was that if a boy is willing and cooperative they would be able to mould him to do his job well."

"The ability to get on with other people, showing respect and a willingness to improve their position by studying either through appropriate courses or at evening classes."

"Willingness to work hard and undergo further education. A respect for authority of senior staff combined with good manners to all colleagues."

Ready to leave

Denys Brown

More than one pupil in five leaves secondary school without any "useful" qualifications. Some others who have been more successful qualify in subjects that limit rather than advance their prospects of employment or citizenship.

Shirley Williams's latest statements show how concerned she is that people should be more aware of the mechanics and obligations of their daily life. Patriotism or political theory are not enough. Today's citizens need to acquire the skill of living in today's society and an understanding of what they must contribute so as to receive their just deserts.

A recent report by J. M. M. Hill of the Tavistock Institute of Human Relations investigated a programme developed since 1967 at this school, to promote such skills. The report notes that Ifield School is, "on the one hand a school for 15-16 year olds, on the other hand, it provides rigorous instruction about the world outside the school, including not only the world of work but personal, sexual and family matters and relationships with the state."

The programme was created by the deputy head, Ann Hanson, whose student's work record book Ready to Leave was published recently. She had already spent five years tackling the problems of the unschooled school leaver, before joining the school in 1967. She has since

visited speakers from building societies, police, fire and ambulance services are usually revisited in their bases, as are speakers from Citizens' Advice or Community Relations bureaux, river pilots and Farmers. Careers officers interview and are interviewed.

The biggest "caveat" is the work experience scheme. Each 15-year-old pupil goes alone to selected sites to try different types of work, group size or physical conditions for a full week. They learn their own limitations, such as strength and height, and how to relate socially and at work.

Employers have no obligation to employ them, and trade union members have been consulted in the framing of the school's "work contract" so they do not feel threatened. Although the youngsters cannot be paid it is not unknown for fellow workers to give concrete approval of the pupil's success.

All pupils know that they may not leave school, unless they have convinced the headmaster and staff of their reliability. Failure to do this or an unsatisfactory report from a spot check at work results automatically in a six-week "patrol", until trust is re-established.

Of the results of the scheme the manager of a local department store that employs six of the school's leavers commented: "Normal school leavers take two months to settle in. Those from Ifield take two days."

Denys Brown is headmaster of Ifield School, Gravesend, Kent.

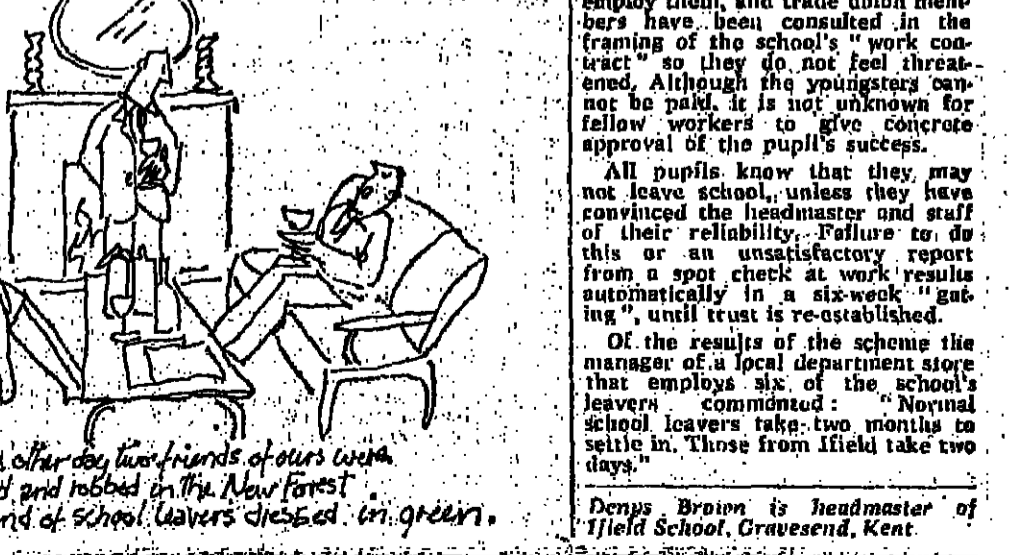
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Experiencing industry Robert Warwick. Teachers who managed to stay in touch with industry during their own school days will have heard a number of the young people who had recently spent some time in industry. They would be interested to hear that they had managed to do so. In the last few weeks I listened to between 150 and 200 people talking about schools and education. Very little of what they had to say was favourable. The foreman training engineering apprentices was particularly scathing about the quality of the education he had received. He said that the education he had received was "not worth the paper it was written on".

Technology and school Philip Falkner. Increased interest in achieving a balance between schools and industry, and concern for the relevance of education to national life, has led to a number of initiatives. One such initiative is the Department of Industry, which has had a Committee on Technologies. The Committee's task is to promote the adoption of which would provide substantial benefits to industry. The panel is now concerned to set up small working groups to devise and collate teaching material, illustrating industrial practices in materials handling, telecommunications and computer systems. It hopes to establish a unit equipped to produce and evaluate teaching material on a pilot scale, before more widespread distribution. There is a danger that a number of different organizations, working in the same field, could be doing the same thing, uncoordinated approaches to schools and industry. Recognizing this danger, the schools panel is anxious to cooperate with other groups in this field, such as the Schools Council Industry Project, and the Under-16s Project sponsored by the CBI. Liaison meetings are being arranged for this purpose. The panel wants to ensure that

Original landscapes Bryan Waites. Case Studies in Geography City Zones Industrial Location Docks Compiled and edited by Bruce Weston Nicholas Hunter Filmstrips, Multon Yard, 46 Richmond Road, Oxford OX1 2JT. £2.50 each. Each set consists of 12 colour slides with a short descriptive booklet. Almost all the examples used are from Liverpool. For instance, City Zones shows a fine aerial view of Liverpool's CBD, a central shopping precinct, clearance in an inner city area, renewal, inner and outer suburbs and new town creation. However the editor discloses only three where in Liverpool the photographs were taken. Similarly, in the set on Industrial Location, which does use some examples from outside Liverpool, he does not often specify a site. On the whole, Liverpool is an excellent choice to illustrate these three topics. However, one would hope to see just a few examples from elsewhere to give balance and contrast. The slides are mainly of good quality and well chosen to bring out the geographical points made in the short but valuable booklets. Three-quarters of the slides are excellent aerial photographs. Only the City Zones booklet contains classroom exercises. This seems a pity as they do require the user to generalize from the Liverpool examples and to try to apply them to his own area. It is not clear what age range these are for and it would be helpful to have a few location maps in the booklets. Further information from Azlon Products Ltd, Glyn Street, London SE11.



Only the other day, two friends of ours were attacked and held in the New Forest by a band of school leavers dressed in green.



Bare ruined choirs?

Hilary Finch visits the new choir school at Tewkesbury

In summer time on Bredon, the bells—and the voices of boys and men in the cathedrals of Worcester, Bristol, Gloucester and Hereford—sound as clear today as they must have done centuries ago.

But from 1540 onwards, more than 800 monastic foundations were dissolved as Henry VIII, through Messrs Cromwell and Cranmer, exercised his newly gained supremacy; many of the wealthier ones had skilled choirs, and these, too, disappeared without trace.

The Abbey Church of St Mary the Virgin, Tewkesbury, founded by the Malverns and Chiltons, was one of these. A Benedictine monastery founded in 1102. Although in 1539 the people of the town clubbed together to raise £453 and won a reprieve for their parish church, and although choral services, sung by a party of their crept back, and were tolerated (if not exactly encouraged), as far as we know, the choir school was never built up again.

But visit Tewkesbury today, at 5.30 on a Monday, Tuesday or Thursday evening, and you might almost imagine you were back in the days of Abbot Giraldus and his monks; in the fourteenth century, in the fourteenth century and richly decorated roof, there are 20 or so men and boys, clad in Benedictine black, lustily singing evensong.

Twenty-five years ago, a chorister at Worcester Cathedral visited Tewkesbury Abbey and longed to set up a choir school there. In 1973 that is just what he did. Miles Amherst (formerly housemaster at the Kings School, Bly) bought up the former girls' high school and started with five local pupils—and no endowment at all.

In the second term, he advertised in the church and music press; there were 45 pupils the following year—and now the school has about 60 boys of prep school age from different parts of England. Voice trials are held at the age of eight or nine; of the 20 in the choir, 10 are now on scholarship (which Miles Amherst finances himself by reducing the fees—normally £500 per annum). They practise in the lunch hour and after school, and all learn at least one instrument.

As for the staff, four of them are male choristers ("I try to appoint people who can sing," explains Mr Amherst, who is himself also a local curate (bass) teaches history, and a scientist (tenor) came to Tewkesbury from a comprehensive school in Liverpool.

But there is also a parish choir which sings on Sundays. We behave like a cathedral on Wednesdays and like a parish at weekends," says Michael Peterson, organist of the abbey and master of the choristers; he looks forward to the day when there may be more overlap between the two choirs. "Many local boys from the parish choir and music school," he says, and it is Mr Amherst's intention to offer a free place each year to a local boy.

This raises the usual whirl of questions, objections and complications. Who should benefit from the specialized vocal, instrumental and academic training, from the discipline, the schooling in leadership, concentration, alertness, and musicality that this sort of education can offer at its best? And who is benefiting from it?

Wondered that any boy should be able to enjoy what Lionel Dakers, director of the Royal School of Church Music, calls "an important and uniquely English system of education" this end of May 18, he launched an appeal for £120,000 capital for a scholarship foundation (the sum needed for 20 boys at £500 a year each).

He wants the school to be fully endowed, but this is not his only objective. Also, on the morning of May 18, Miles Amherst and his colleagues decided to approach the Gloucestershire education authority for sponsorship. But this, too, is a complicated business.

Local education authorities can now appoint places for choristers without first having to apply to the appropriate secretary of state clause in the 1976 Education Act enabled schools—based on selection criteria or mainly by reference



to ability or aptitude for music or dancing" to be allowed to continue the process of selection. This has meant that Tewkesbury's neighbours, The King's School, Worcester, and Hereford Cathedral School, for example, will be allowed up to six scholarships a year between them.

At Hereford, from September onwards, the fee will contribute to the parents' share of the fees, according to their means; it will help with one-third of the fee while the boy is singing, and two-thirds when he stops singing.

At Bristol Cathedral School, the Avon education authority gives sponsored places to up to five choristers a year, and there the amount is calculated according to the earlier direct grant admissions scale.

Schools "recognized as efficient by Her Majesty's Inspectorate" obviously stand a far greater chance of getting a grant; at the moment Tewkesbury is only provisionally recognized. But, since the first visit from an IMI, further accommodation has been acquired and Mr Amherst hopes for full recognition in the near future.

From next April onwards, however, no inspectors will visit independent schools, so if Tewkesbury has not got recognition by then it will find itself in a no-man's-land—and opinions differ as to when, and if, the school will be fully recognized.

Then again, it is unusual for an unrecognized school to be elected for membership of the Choir Schools Association, another important sign of acceptance—and source of valuable support. It has applied for membership and CSA officials will visit the school if and when it is recommended for recognition. Whether Miles Amherst's single-

minded and brave venture will go on from strength to strength—and whether it should—will always be a matter of opinion. Forged in England's cathedrals have other schools, some of them on sturdy foundations, some of them tottering—but all providing a type of education which is entirely different from any other in the country—keeping the tourists happy.

Thomas Becon, chaplain to Cromer and Somerset in the sixteenth century had strong words to say about those who "spend much riches in nourishing many idle singing men to beat in their chapel." Have times changed? When you think you've seen them all, Rutter and Wells, at Winchester, Chichester, at Canterbury and York, go to Tewkesbury—and see what you think.

continued from page 32.

are the concerts to which all parents are invited at the end of the Christmas and summer terms. Most of the children take part, either in solo items, quartets or the orchestras. Works ranging from Benjamin Britten to Haydn are tackled, including piano and violin concertos.

John Humphreys himself started the orchestra. The idea proved so popular that there are now two, with 40 children in each. The junior one rehearses at the beginning of the morning, the senior one for an hour at the end. Children pay an additional £1 or £2, depending on their standard, to take part. He also encourages the children to play in quartets and trios from a very early age, emphasizing that

this is what learning to play the violin or cello is all about. Some also meet up to play together in their own homes, which he sees as very encouraging.

Many children move on to take up their instrument in a more serious way, often with the Ealing Youth Orchestra. The club also has close connections with local music teachers; some children are encouraged to start having lessons with them, while others who are already doing so often come to it for additional practice.

"We also find some of the parents have become interested in music for the first time," says John Humphreys. "In fact we seem to be building up a tremendous musical fraternity."

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Headships

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Applications are invited for the following posts:

HEAD OF MIDDLE SCHOOL, WOODFIN SCHOOL, WOODFIN ROAD, NOTTINGHAM

Applicants should be suitably qualified to head a middle school of about 120 pupils. They should have a minimum of 10 years' experience in middle schools. They should be able to give practical instruction in Music to pupils of all ages. They should be able to give practical instruction in Music to pupils of all ages.

Application forms and further details are available from the Education Committee, Sheffield City Council, Sheffield, S1 2ET. Closing date: 15th July 1977.

Science

Other Posts on Scale 2 and above

EALING EDUCATION COMMITTEE

Applications are invited for the following posts:

HEAD OF SCIENCE, WOODFIN SCHOOL, WOODFIN ROAD, NOTTINGHAM

Applicants should be suitably qualified to head a science department in a middle school. They should have a minimum of 10 years' experience in middle schools. They should be able to give practical instruction in Music to pupils of all ages. They should be able to give practical instruction in Music to pupils of all ages.

Application forms and further details are available from the Education Committee, Ealing, London W5 2AP. Closing date: 15th July 1977.

Technical Studies

Scale 1 Posts

NORTHAMPTONSHIRE EDUCATION COMMITTEE

Applications are invited for the following posts:

HEAD OF TECHNICAL STUDIES, WOODFIN SCHOOL, WOODFIN ROAD, NOTTINGHAM

Applicants should be suitably qualified to head a technical studies department in a middle school. They should have a minimum of 10 years' experience in middle schools. They should be able to give practical instruction in Music to pupils of all ages. They should be able to give practical instruction in Music to pupils of all ages.

Application forms and further details are available from the Education Committee, Northampton, Northampton, NN1 1JG. Closing date: 15th July 1977.

Other than by Subject Classification

Other Posts on Scale 2 and above

EALING EDUCATION COMMITTEE

Applications are invited for the following posts:

HEAD OF OTHER THAN BY SUBJECT CLASSIFICATION, WOODFIN SCHOOL, WOODFIN ROAD, NOTTINGHAM

Applicants should be suitably qualified to head a department in a middle school. They should have a minimum of 10 years' experience in middle schools. They should be able to give practical instruction in Music to pupils of all ages. They should be able to give practical instruction in Music to pupils of all ages.

Application forms and further details are available from the Education Committee, Ealing, London W5 2AP. Closing date: 15th July 1977.

By Subject Classification

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Applicants should be suitably qualified to teach Music in a secondary school. They should also be able to conduct and to play a variety of instruments. They should be able to give practical instruction in Music to pupils of all ages. They should be able to give practical instruction in Music to pupils of all ages.

Application forms and further details are available from the Education Department, Nottingham City Council, Nottingham, Notts. Closing date: 15th July 1977.

Scale 1 Posts

NOTTINGHAMSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT

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Scale 1 Posts

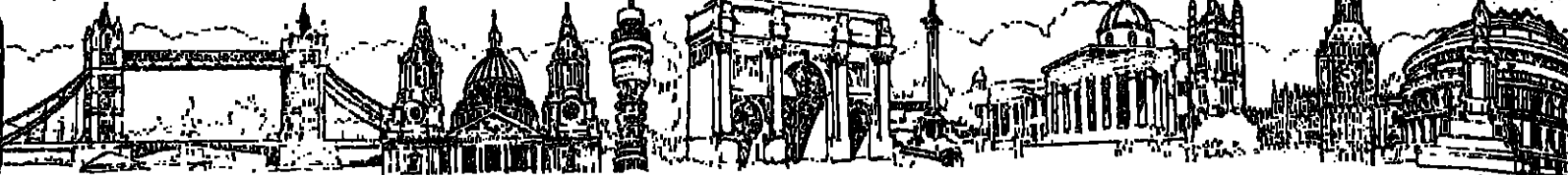
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Qualified teachers are invited to apply for the following posts. Application forms and further particulars are available from the Head of the school concerned unless otherwise stated.

all day afternoons only on Tuesday, Wednesday and Thursday. The salary scale is available on request. The school is a voluntary aided school.

TECHNICAL STUDIES
Head of Department
HULL MANWOOD SCHOOL, Hull, East Yorkshire.
Head of Department for September, or as soon as possible.

SECONDARY SCHOOLS

Headship
Please see separate display advertisement for details.

SENIOR TEACHER
ELLIOTT SCHOOL (S.M.)
Hullam Road, London, SW16

ENGLISH
Scale 1 Post
SAHARU BIDDINA SCHOOL, North Mole Valley, W. Sussex.

MUSIC
Scale 1 Post
DUNDEE CASTLE SCHOOL, Dundee, Scotland.

POETS OF RESPONSIBILITY
HOLLAND PARK SCHOOL, London, W.11.

HOME ECONOMICS
Scale 1 Post
BETHLEHEM (S.M.) SCHOOL, Bethelham, W. Sussex.

MATHEMATICS
Head of Department
ELLIOTT (S.M.) SCHOOL, Hullam Road, London, SW16.

NEEDLEWORK
Scale 1 Post
HILTON COMMENSATIVE SCHOOL, Hylton, Co. Durham.

PHYSICAL EDUCATION
Post of Responsibility
HAYWARDS SCHOOL, Haywards, Surrey.

ART
Scale 1 Post
ROGER MANWOOD SCHOOL, Forest Hill, London, SE20.

COMMERCE
Scale 1 Post
KINGSDALE SCHOOL, Alton Park, Bedfordshire.

RELIGIOUS EDUCATION
Scale 1 Post
CENTRAL FOUNDATION GIRLS' SCHOOL, London, E.3.

OTHER POSTS
Scale 1 Post
GREENFIELD PARK SCHOOL, London, N.17.

Scale 1 Post
ROGER MANWOOD SCHOOL, Forest Hill, London, SE20.

Scale 1 Post
KINGSDALE SCHOOL, Alton Park, Bedfordshire.

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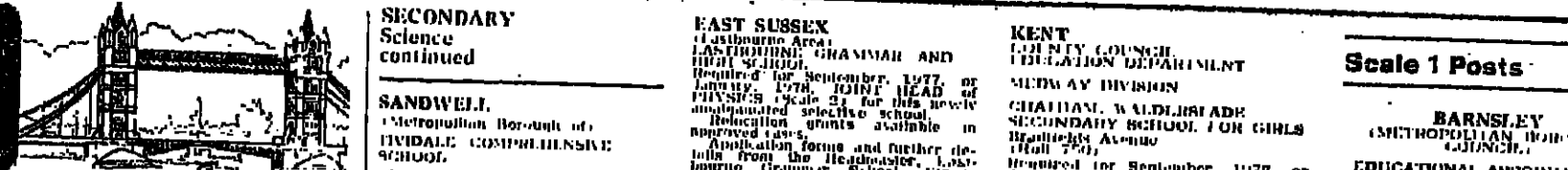
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KINGSDALE SCHOOL, Alton Park, Bedfordshire.



Scale 1 Posts
ARCHBISHOP WINCHESTER C.E.
Secondary School, Winchester, Hampshire.

Scale 1 Posts
SANDWELL
Secondary School, Sandwell, West Midlands.

Scale 1 Posts
FAST SUSSEX
Secondary School, Brighton, East Sussex.

SPECIAL EDUCATION Deputy Headships

DAY SCHOOLS
WINDYWOOD SCHOOL, Weybridge, Surrey.

Scale 1 Posts
ST. MARY'S R.C. SCHOOL, East Ham, East London.

Scale 1 Posts
WILTSHIRE
Secondary School, Wiltshire, Wiltshire.

Teaching Opportunities with Maladjusted Children in ILEA Special Schools

There are vacancies in most of the ILEA special schools for maladjusted children. Details are shown below. Applicants should be trained teachers but do not need to have had experience in special schools.

Day Schools for Maladjusted

Table listing day schools for maladjusted children, including school names, addresses, and contact details.

In the first instance interviews will be held at County Hall with members of the special education inspectors. Applicants should NOT contact the schools direct at this stage.

PRIMARY SCHOOLS

Headship
Please see separate display advertisement for details.

Scale 1 Posts

Scale 1 Posts
Scale 1 Posts
Scale 1 Posts

SECONDARY Science continued
WEST SUSSEX
WORTHING AREA
WORTHING HIGH SCHOOL

WILTSHIRE
WILTSHIRE COUNTY COUNCIL
EDUCATION DEPARTMENT
MADISON DIVISION

WIRRAL
WIRRAL COUNTY COUNCIL
EDUCATION DEPARTMENT
MADISON DIVISION

WIRRAL (continued)
WIRRAL COUNTY COUNCIL
EDUCATION DEPARTMENT
MADISON DIVISION

WIRRAL (continued)
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WIRRAL (continued)
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WIRRAL COUNTY COUNCIL
EDUCATION DEPARTMENT
MADISON DIVISION

WIRRAL (continued)
WIRRAL COUNTY COUNCIL
EDUCATION DEPARTMENT
MADISON DIVISION

Speech and Drama
Other Posts on
Scale 2 and above

ESSEX
CHICHESTER VALLEY (MIXED)
HULL SCHOOL

ESSEX (continued)
CHICHESTER VALLEY (MIXED)
HULL SCHOOL

ESSEX (continued)
CHICHESTER VALLEY (MIXED)
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CHICHESTER VALLEY (MIXED)
HULL SCHOOL

OXFORDSHIRE
OXFORDSHIRE COUNTY COUNCIL
EDUCATION DEPARTMENT

OXFORDSHIRE (continued)
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BRONLEY COUNTY COUNCIL
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BRONLEY (continued)
BRONLEY COUNTY COUNCIL
EDUCATION DEPARTMENT

Lancashire County Council
CLOSING DATE 18th JULY 1977
PRIMARY AND SPECIAL SCHOOLS
SECONDARY SCHOOLS
SPECIAL EDUCATION
SCALE 1 POSTS
SCALE 2 POSTS
SECONDARY SCHOOLS
DEPUTY HEADSHIP
HEADS OF DEPARTMENT
SCALE 3 POSTS
SCALE 1 POSTS

Secondary Vacancies for September 1977
Inner London Education Authority
Commerce (Office Skills)
Design and Technology
Mathematics
Physics
Appointments will be made to a scale 1 post in the Authority's general teaching service, Inner London Salary.

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION
Unless otherwise stated:
Closing date is fourteen days after the appearance of this advertisement.
In respect of Headships and Deputy Headships in all schools, and other posts in primary, middle and special schools, forms are available from, and returnable to, the Director of Education, Department of Education, Great George Street, Leeds LS1 3AB.

SPECIAL SCHOOLS
SCALE 1 POSTS
MORLEY REDWOOD CROFT E.S.N.(S) SCHOOL, Westerton Road, Morley, Leeds LS27 8JF. Telephone Leeds 692134. (No. on roll 63; 4-17 (includes 18 Special Care Unit)).

DESIGNATED HIGH SCHOOLS
SCALE 1 POSTS
CORPUS CHRISTI R.C. SECONDARY SCHOOL, Neville Road, Leeds LS9 9HA. Telephone Leeds 692134. (No. on roll 63; 4-17 (includes 18 Special Care Unit)).

PRIMARY SCHOOLS
DEPUTY HEADSHIP
REDAVENTMENT
5425 MORLEY PEEL STREET INFANT SCHOOL, Peel Street, Morley, Leeds LS27 8JF. Telephone Leeds 692134. (No. on roll 63; 4-17 (includes 18 Special Care Unit)).

MIDDLE SCHOOLS
SCALE 1 POSTS
N.W.413 BRAMHOPE MIDDLE SCHOOL, Beary Rho, Bramhope, Leeds LS16 9AL. Telephone Leeds 635166. (No. on roll 100; 8-12 years).

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SECONDARY Technical Studies continued

ENFIELD

London Borough of Enfield. Headmaster: Mr. J. H. ...

HAMPSHIRE

London Borough of Hampton. Headmaster: Mr. J. H. ...

COUNTY SECONDARY SCHOOLS SCALE 2 POSTS & ABOVE

Unless otherwise stated, for all posts in this section, initial application giving age, qualifications, experience and names of two referees should be sent immediately, together with stamped addressed envelope to Head of School.

Aston Manor School, Phillips Street, B6 4PZ. Head of Art, Scale 2. ...

VOLUNTARY AIDED SECONDARY SCHOOLS SCALE 2 POSTS & ABOVE

St. John Wall R.C. School, Oxhill Road, B21 8HH. 11-16 Comprehensive, Four-form entry, 600 pupils.

COUNTY SECONDARY SCHOOLS SCALE 1 POSTS

Headmaster: Mr. J. H. ...

Borley Green Girls' School, Marchmont Road, B9 6DX. (Due to increase on roll) FRENCH in the Lower School with some teaching in another subject area.

Bournville School, Griffins Brook Lane, B30 10J. PHYSICAL SCIENCE at all levels in the school.

Brandwood School, Sunderland Road, Kings Heath, B14 6UG. Required September, 1977. Teacher for Middle School subjects to include Science, MATHEMATICS & ENGLISH. Qualifications in P.E. an advantage.

Castle Vale School, Farnborough Road, B35 7NL. Required September, ENGLISH TEACHER to teach 'O' level age and ability range, preferably to 'A' level.

Cockshill Hill School, Yardley, B26 2HX. Teacher of METALWORK AND/OR WOODWORK, required in a well established department. Work developed to all levels.

Dame Elizabeth Cadbury School, Woodbrooke Road, Bournville B30 1UL. Required September, Teacher of MATHEMATICS to 'O' level in a department of four working mainly on traditional lines.

Golden Hillock School, Golden Hillock Road, Sparkhill, B11 2QG. General Comprehensive, 1,200, Multi-cultural (P.S.). GENERAL SCIENCE. Full or part-time. September if possible. About half timetable of Science available in a developing department. Please state other subjects in which you are experienced.

Hamstead Hall School, Craythorne Avenue, B20 1HL. GERMAN throughout the school, required for September.

Hole School, Wheeler Street, B19 2EP. GENERAL SCIENCE teacher required for September, 1977.

Moar End School, Moar End Lane, Erdingdon B24 8DR. Required September: A MATHEMATICS Specialist. Opportunities for examination work leading to G.C.E. and C.S.E. An enthusiastic approach and an interest in other school activities an advantage.

Portland School, Portland Road, B17 8LR. Headmaster: Mr. J. H. ...

Washwood Heath School, Burnley Lane, S10 2JL. Headmaster: Mr. J. H. ...

Yardley School, Warwick Road, B11 2LT. Headmaster: Mr. J. H. ...

VOLUNTARY AIDED SECONDARY SCHOOLS SCALE 1 POSTS

St. Alban's C.E. School, Angeline Street, B12 6UU. (a) Teacher of ENGLISH and REMEDIAL WORK throughout the school.

(b) NEEDLEWORK Teacher with special interest in developing a course in child care.

(c) Experienced teacher of TYPENITING and OFFICE PRACTICE. There is a scheme for assistance with removal expenses.

BIRMINGHAM CITY COUNCIL

HERFORD AND WORCESTER EDUCATION COMMITTEE. (County Council of Education) ...

HERFORD AND WORCESTER EDUCATION COMMITTEE. (County Council of Education) ...

HERFORDSHIRE EDUCATION COMMITTEE. (County Council of Education) ...

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HERFORDSHIRE EDUCATION COMMITTEE. (County Council of Education) ...

HILLINGDON EDUCATION COMMITTEE. (County Council of Education) ...

HUMBERSIDE EDUCATION COMMITTEE. (County Council of Education) ...

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KENT EDUCATION COMMITTEE. (County Council of Education) ...

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SURREY COUNTY COUNCIL. Fringe Area London Allowance £150 p.a. throughout the county.

Applications are invited from suitably qualified and experienced teachers for the Headship of this school which will be vacant from January 1, 1978 following the retirement of the present Head.

Headship. The Royal Earlswood School, The Royal Earlswood Hospital, Redhill, Surrey.

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Headship. The Royal Earlswood School, The Royal Earlswood Hospital, Redhill, Surrey.



Applications are invited from suitably qualified persons for the following posts in the authority's service for September, 1977.

WEST GLAMORGAN INSTITUTE OF HIGHER EDUCATION SCHOOL OF CONSTRUCTION Lecturer II in Surveying

To teach surveying and ancillary subjects to professional and higher technician courses.

Applicants should possess a professional qualification in Quantity Surveying (RICS) and have a relevant industrial and/or teaching experience.

Lecturer I in Brickwork (Temporary)

To teach theory and practice up to advanced craft certificate level. Applicants should have good Craft qualifications and relevant industrial experience.

This post is temporary for one year in the first instance. (Post Ref. F/26.13.77.)

Application forms and further particulars are available from the undersigned on receipt of a stamped addressed foolscap envelope quoting the post reference.

CLOSING DATE: The closing date for the receipt of completed application forms is Friday, 22nd July, 1977.

J. Beale, Director of Education, Education Department, Princess House, Princess Way, Swansea.

COLLEGES OF FURTHER EDUCATION continued

WARWICKSHIRE COLLEGE OF FURTHER EDUCATION

LECTURER II IN ELECTRICITY AND ELECTRONICS

Applicants should have a first class honours degree in Electrical Engineering or equivalent.

Further details and application forms are available from the Principal, G. E. Poole.

WILTSHIRE COLLEGE OF FURTHER EDUCATION

LECTURER IN BUSINESS STUDIES

Applicants should have a first class honours degree in Business Studies or equivalent.

Further details and application forms are available from the Principal, G. E. Poole.

WILTSHIRE COLLEGE OF FURTHER EDUCATION

LECTURER IN ACCOUNTANCY

Applicants should have a first class honours degree in Accountancy or equivalent.

Further details and application forms are available from the Principal, G. E. Poole.

WEST CUMBRIA COLLEGE

LECTURERS for September 1977

PHYSICAL CHEMISTRY AND PROCESS PLANT OPERATION

- Initially on fixed term contract for one year.
to establish full-time training courses for nuclear industry, and/or
to teach general or specialist chemistry to other courses
must have substantial practical experience
must hold relevant qualification of post-ONC standard
salary, Lecturer 1, £2,913 to £4,889 inclusive of supplements

Application form and further particulars from the Principal at the College, Park Lane, Workington, to be returned as soon as possible.

Hull College of Higher Education logo and address: Cottingham Road 1 Hull HU6 7RT

Full-Time Teaching Staff Vacancies

The College is engaged in a major programme of development of C.N.A.A. degree and other advanced courses.

Central Services: Senior Lecturer or Principal Lecturer to be responsible for STUDENT SERVICES

Senior Lecturer or Principal Lecturer—COMPUTER SPECIALIST

Faculty of Administrative and Management Studies: Lecturer II or Senior Lecturer in INDUSTRIAL RELATIONS

Lecturer II or Senior Lecturer in INDUSTRIAL SOCIOLOGY

Lecturer II or Senior Lecturer in MANAGERIAL ECONOMICS

Lecturer II or Senior Lecturer in PERSONNEL MANAGEMENT

Faculty of Combined Studies: Lecturer II or Senior Lecturer in ENGLISH

Faculty of Maritime and Engineering Studies: Senior Lecturer in MARINE ENGINEERING

Lecturer II in MARINE ENGINEERING

Faculty of Teacher Education and Applied Social Studies: Lecturer II or Senior Lecturer in MENTAL HANDICAP IN CHILDREN

For further particulars of any of the above posts, and forms of application, write to Mrs. D. Liddell at the above address to whom completed forms should be returned within 14 days of the appearance of this advertisement.

LONDON, N.5 THE POLYTECHNIC OF NORTH LONDON DEPARTMENT OF SOCIOLOGY TWO PART-TIME LECTURERS required for the year 1977-78. One to teach INTRODUCTORY SOCIOLOGY for the period from September to January 1978. The other to teach ADVANCED SOCIOLOGY for the period from January to May 1978. Both posts are for 12 hours per week. Applications should be sent to the Head of the Department of Sociology, Polytechnic of North London, 100 Grove Road, Highbury Grove, London, N.5.

SHEFFIELD SHEFFIELD CITY POLYTECHNIC DEPARTMENT OF GEOGRAPHY AND ENVIRONMENTAL STUDIES RESEARCH ASSISTANT GEOGRAPHY CURRICULUM PROJECT

This project will involve a study of the curriculum for Geography in secondary schools in the Sheffield area. Applicants should have a first class honours degree in Geography or a related subject and be able to undertake research. Salary £3,000 p.a.

WEST SUSSEX COLLEGE OF FURTHER EDUCATION DEPARTMENT OF BUSINESS STUDIES LECTURER GRADE I IN BUSINESS COMMUNICATIONS

Applicants should have a first class honours degree in Business Communication or equivalent. Further details and application forms are available from the Principal, G. E. Poole.

Polytechnics

INNER LONDON UNIVERSITY OF EDUCATION

Applicants should have a first class honours degree in Education or equivalent. Further details and application forms are available from the Principal, G. E. Poole.

NEWCASTLE UPON TYNE POLYTECHNIC

Department of Librarianship Research Assistant

Required to investigate Library User Education in Schools. Applicants should have a qualification in Librarianship. Relevant experience in schools an advantage.

Further particulars and application forms, returnable by 1st August, 1977, please send stamped addressed foolscap envelope to Staffing Officer, Newcastle upon Tyne Polytechnic, Ellison Building, Ellison Place, Newcastle upon Tyne NE1 8ST.

London Borough of Wandsworth THE ROYAL PHILANTHROPIC REDHILL, SURREY

The above is a complex of three separate establishments on the same campus, including a Community Home School (70 boys), a Regional Assessment Centre (52 boys) and an Intensive Care Unit (28 boys).

COMMUNITY HOME Applications are invited for the following posts:-

1. RESIDENTIAL SOCIAL WORKER

NJC Senior Grade salary scale

2. RESIDENTIAL SOCIAL WORKER

NJC Grade 4

The Community Home provides education, treatment and training for 70 boys between the ages of 11 and 18 years, accommodated in three separate house units. Applicants should have some insight into the special needs of difficult and delinquent boys taken into care. Previous experience and qualifications are an advantage but lack of these should not deter applicants who feel capable of making a contribution to this difficult work.

The person appointed will be one of a team of eight staff working in one of the house units and should be able to offer some special expertise within the programme of cultural, educational and recreational pursuits.

SALARY: (1) NJC Senior Grade—£2,607-£3,282/£3,957 p.a. plus £312 Supplement. Eight weeks' annual leave (including Bank Holidays).

(2) NJC Grade 4—£2,607-£3,096 p.a. plus £312 Supplement. Six weeks' annual leave (including Bank Holidays).

Accommodation: Both married and single accommodation available at moderate rental.

If providing own accommodation off the campus a further London Weighting allowance of £180 p.a. is payable.

Applications with removal expenses available. Application forms and further particulars obtainable from The Principal (foolscap SAE, please). Application forms receivable within two weeks of publication of this advertisement.

ATHROFA GOGLEDD-DD CYMRU THE NORTH E WALES INSTITUTE OF HIGHER EDUCATION

FACULTY OF TECHNOLOGY HEAD

OF ASTON DIVISION OF THE SCHOOL OF ENGINEERING

Applications are invited from suitably qualified persons for the above post to commence on September 1, 1977.

Applicants should hold an Engineering Degree or equivalent qualification with industrial and teaching experience.

Salary will be in accordance with the F.E. Burnham Scale for Head of Department, Grade 4.

Further particulars and application forms may be obtained from:-

The Institute Registrar, Kelston College, Connah's Quay, Deeside, Chwyd, CH5 4BR. Closing date July 18, 1977.

Gwent college of higher education logo

Faculty of Art and Design

(formerly Newport College of Art and Design)

PRINCIPAL LECTURER: HEAD OF SCHOOL OF GRAPHIC DESIGN

Applications are invited for the above full-time post to commence on 1 January, 1978, or earlier if possible.

This is an important post and the person appointed will lead a School with a well-established BA(Hons.) course in Graphic Design, and a vocational course leading to DipSA & D.

Applicants are expected to show proven ability as practising designers as well as qualities of leadership by example. Relevant administrative experience at degree level should also be offered by candidates for the post.

Salary in accordance with Burnham FE Scale £2,262-£7,880 plus 1977 Supplement of £180 p.a.

Further particulars and application forms from The Principal, Administrative Officer, General College of Higher Education, Faculty of Education, College Crescent, Caerleon, Newport, Gwent NP23 1XJ. Telephone: Newport (0683) 421282.

Slough College of Higher Education

SCHOOL OF CONSTRUCTION

Senior Lecturer in Construction Studies

Applications are invited from personnel with good degree and/or professional qualifications and appropriate industrial experience to join a team lecturing up to professional studies level in one or more of the following specialisms: Construction Technology, Building Services/Environmental Studies, Measurement and Economics, Management.

Lecturer Grade I in Construction Studies

Applications are invited from suitably qualified graduates or professional personnel to teach general construction subject up to OND/OND levels. Preference will be given to applicants offering Construction Technology or Construction Science among their main options.

Salary: Senior Lecturer £6573 - £7058 p.a. (Bar at £6573) Burnham Scale (including allowances)

Lecturer Grade I £3063 - £5018 p.a. Burnham Scale (including allowances)

Starting point on scales dependent on qualifications and experience (teaching or otherwise).

For further particulars and application forms send SAE to:

The Vice Principal Slough College of Higher Education Wellington Street, Slough SL1 1YQ

Completed forms to be returned within two weeks of the date of this advertisement.

UNIVERSITIES Appointments continued

SUDAN DEPARTMENT OF AGRICULTURE

Applications are invited for the post of Lecturer in the Department of Agriculture, Khartoum, Sudan. The post is for 12 hours per week. Applicants should have a first class honours degree in Agriculture or equivalent. Further details and application forms are available from the Director of Education, Khartoum, Sudan.

LEEDS THE UNIVERSITY SCHOOL OF EDUCATION OVERSEAS EDUCATION

Applications are invited for the post of Lecturer in the School of Education, Leeds. The post is for 12 hours per week. Applicants should have a first class honours degree in Education or equivalent. Further details and application forms are available from the Principal, Leeds University, Leeds, LS2 9JT.

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UNIVERSITY APPOINTMENTS continued

EAST SUSSEX EDUCATION AUTHORITY

Applications by letter, giving names and addresses of two referees, are invited for the following posts for September 1, 1977:-

IN THE SCHOOL OF HUMAN MOVEMENT (the former Chelsea College of Physical Education)

(a) Lecturer II in Athletics, Games, Theoretical Aspects of Human Movement Teaching Practice.

(b) One-year temporary appointment - Consultancy to develop BA degree proposal in Human Movement and Aesthetics.

(c) One-year temporary appointment - Dance and Teaching Practice.

IN THE SCHOOL OF HUMANITIES

(a) One-year temporary appointment - Modern European History, particularly twentieth century, BE2 and BA courses.

Salary according to Scales of Salaries for Teachers in Establishments for Further Education.

Applications to be received by:- The Director, East Sussex College of Higher Education, Millthorpe, Court 57 Meads Road, Eastbourne, Sussex BN20 7QD. By: Friday, July 15, 1977.

SOUTHWARK CATHOLIC CHILDREN'S SOCIETY ST. THOMAS MORE'S, WEST GRINSTEAD, SUSSEX

The above is a Catholic Community Home with educational facilities for boys between the ages of 12 and 16 years.

TECHNICAL INSTRUCTOR (PAINTER/DECORATOR)

Post vacant from September 1st 1977. Applications invited from suitably qualified persons, preferably of the Roman Catholic faith, interested in running this vocational training department.

Candidates must have a sympathetic and understanding attitude towards emotionally and socially disturbed boys. The person appointed will be expected to share the full range of residential duties and out-of-school activities for which there is an extensive duties allowance for an average of 16 hours weekly.

SALARY: Qualified Teacher: Burnham Scale 1 plus salary supplements plus £284 Community Schools Allowance, plus £379 Excess Duty Allowance.

Qualified Instructor: On scale £2,835-£3,729 per annum plus salary supplements plus £284 Community Schools Allowance plus £379 Excess Duty Allowance.

ACCOMMODATION: A House is available for a married applicant on a services occupancy agreement for an annual charge of £281.

Full board and lodging can be provided for a single person subject to a deduction of £468 per annum.

For an informal preliminary discussion, please contact the Principal, telephone number Partridge Green 710266.

Further information and application forms obtainable from: The Director, Southwark Catholic Children's Society, Russell Hill Road, Purley, Surrey CR2 2XB.

BUCKINGHAMSHIRE COUNTY COUNCIL HUNTONVILLE COLLEGE

LECTURER IN ENGINEERING

Applications are invited for the post of Lecturer in the Department of Engineering, Huntonville College, Bucks. The post is for 12 hours per week. Applicants should have a first class honours degree in Engineering or equivalent. Further details and application forms are available from the Principal, Huntonville College, Bucks.

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City and East London College

Headquarters: Pitfield Street N1 6BX. Telephone 01.253 6883

Required for September, 1977, or as soon as possible thereafter:-

Department of General Education

Lecturer II, Language and Literacy. The person appointed will be responsible for the development of a programme of language and literacy provision for full-time students. The post will also involve tutorial, supervisory and administrative duties.

The successful candidate will be a trained graduate who has had substantial experience in language teaching in further education.

Department of Arts and Languages

Lecturer I, to teach Classics, and to be willing and able to teach History or English or Italian (preferably two of these).</

SHEFFIELD EDUCATION
HURFIELD ARTS, SHEFFIELD
Requires for September, 1977, or as soon as possible afterwards:-

FULL TIME ARTS WORKER
The Arts Centre is part of an Adult Education Centre situated in an urban area of Sheffield.
Skills in some of the following areas: creative or performing Arts; Administration; Teaching; Community work.

NATIONAL CHILDREN'S HOME GLAMORGAN
Headlands, Penarth
Applications are invited for the post of HEAD

Youth and Community Worker
£4,416-£4,899* Oxted
Applications are invited from qualified youth and community workers, or teachers, for this interesting post.

SURREY COUNTY COUNCIL
EDUCATION DEPARTMENT
Youth and Community Officer
West Indian Youth Project
£3,024-£3,849 or £4,083-£4,560 or £4,320-£4,836, plus career salary award - minimum increase £132 p.a.

coventry
The above is a complex of three separate establishments on the same campus including a Community Home School, a Regional Assessment Centre and an Intensive Care Unit.

COLLEGES OF HIGHER EDUCATION continued
DONCASTER LOCAL EDUCATION AUTHORITY
DONCASTER COLLEGE OF HIGHER EDUCATION
DEPARTMENT OF SOCIAL AND PERSONAL STUDIES

SOUTH GLAMORGAN
County of Glamorgan Institute of Higher Education
LADIES' COLLEGE OF SCIENCE
To commence 1st September, 1977.

Adult Education
KENT COUNTY COUNCIL
EDUCATION DEPARTMENT
TUNBRIDGE & MALLING DIVISION

Youth and Community Service
LANCASHIRE EDUCATION COMMITTEE
YOUTH SERVICE
FYLDE DISTRICT - YOUTH LEADERSHIP

London Borough of Wandsworth
THE ROYAL PHILANTHROPY
REDHILL, SURREY
REGIONAL ASSESSMENT CENTRE
TEACHER/HOUSEMASTER
Burghams Scale 2 post

LANCASHIRE EDUCATION COMMITTEE
YOUTH SERVICE
Further details and application forms are available from the District Director, Community Education, 623 Weymouth Road, Wigan, Lancashire, Wigan, Lancashire, Wigan, Lancashire.

LEICESTERSHIRE
BURNHAM SCALE 1
plus £279 extraneous duties allowance and £564 community homes allowance

Gardening Instructor
£2,847 to £4,041
plus extraneous duties and community homes allowance at Pelham House Community Home, Calderbridge, Seacroft

City of Salford
EDUCATION DEPARTMENT
YOUTH LEADER (CENTRE-BASED)
Qualified Youth Leader Scale 3
£3,654-£4,128+£312pa+1/4/77 Salary Award.

YOUTH AND COMMUNITY SERVICE continued
LONDON
ADULT EDUCATION
YOUTH LEADER
To be based in the City of London, the job will be to provide a range of activities for young people in the City of London.

YOUTH LEADER (DETACHED)
Qualified Youth Leader Scale 2
£2,712-£3,537+£312pa+1/4/77 Salary Award.
Applications are invited from suitably qualified Youth Workers for work in the Central Redevelopment Area.

YOUTH AND COMMUNITY SERVICE continued
NUCLEUS EARLS COURT COMMUNITY ACTION GROUP
DETACHED YOUTH WORKER
Nucleus is a voluntary organisation which is providing a range of activities for young people in Earls Court, London.

Y.M.C.A. IN WALES
Y.M.C.A. OF WALES
Y.M.C.A. OF WALES
Y.M.C.A. OF WALES
Y.M.C.A. OF WALES

ELT ADVISER (Senegal)
Ministry of National Education, Dakar
To advise the Minister of National Education on all aspects of ELT in schools, co-ordinate ELT methods, review examinations, advise on teacher training, organize refresher course for teachers and inspect schools.

LECTURERS IN ENGLISH
MEDIA ASSISTANTS
ENGINEER
COMMUNICATION SKILLS IN ENGLISH PROGRAMME, KING ABDUL AZIZ UNIVERSITY, JEDDAH
This Programme has been developed over the last 2 years with British Council professional support and has involved the production of specialized teaching materials for the implementation of English-medium courses in the Faculties of Engineering and Medicine.

DEPUTY DIRECTOR, 2 HEADS OF COURSES
Graduates with Diploma or MA (TEFL) and a minimum of 5 years' teaching preferably with experience of ESP.
The Deputy Director should have had relevant administrative experience, e.g. as Head of Department or Director of Studies. For the Head of Courses experience of course design and materials writing will be an advantage.

GROUP LEADER
Science graduate with postgraduate teaching qualification and preferably Diploma or MA (TEFL). Experience of and interest in the teaching of English communication skills to students of science and technology.

OVERSEAS APPOINTMENTS continued
Y.M.C.A. IN WALES
Y.M.C.A. OF WALES
Y.M.C.A. OF WALES
Y.M.C.A. OF WALES

OVERSEAS APPOINTMENTS continued
Y.M.C.A. OF WALES
Y.M.C.A. OF WALES
Y.M.C.A. OF WALES
Y.M.C.A. OF WALES

ASSISTANT DIRECTOR OF STUDIES (ESP)
2 SENIOR INSTRUCTORS (ESP)
2 INSTRUCTORS (ESP)
British Council Teaching Centre, Tabriz
Main duties under contract to teach ESP in Faculties of Engineering/Medicine in University of Azarabadegan.

AUDIO-VISUAL ENGINEER
British Council Teaching Centres (based in Tehran)
To service, maintain and advise on installation of AV equipment in 5 Centres (Tehran, Isfahan, Mashhad, Shiraz, Tabriz); to operate audio and CCTV studios; to collect information and maintain records; to train technicians.

ADVISER IN ESP (Egypt)
University of Alexandria
To teach and prepare materials for MA in English Language Studies; ESP courses for postgraduate medical students and for teachers from Dentistry, Engineering and other Faculties.

TEACHER OF ENGLISH (Yemen)
Al Thawra Secondary School, Talz
To teach English, mainly to first year pupils, for 18-22 hours per week. Candidates, men only, should have a British educational background, a degree and teaching qualification and 2-3 years' experience.

CANADA
COLLEGE OF HIGHER EDUCATION
LAWRENCE PARK, ONTARIO
TEACHER OF ENGLISH
To teach English to non-English speaking students in the Faculty of Education, University of Toronto.

OVERSEAS APPOINTMENTS continued
Y.M.C.A. OF WALES
Y.M.C.A. OF WALES
Y.M.C.A. OF WALES
Y.M.C.A. OF WALES

SENIOR LECTURER IN ENGLISH (Poland)
Department of English, University of Białystok, Sosnowiec
Degree and 1 year postgraduate TEFL qualification or MA in Applied Linguistics and at least 1 year's relevant experience.

TEACHER OF ENGLISH (Iran)
Institute of Languages, Kerman
2 teachers required to teach from beginner to FCE levels. Degree in English and 2 years' relevant teaching experience. Married couple preferred (no children). Salary £5000-£6000 pa approx.

TEACHERS OF ENGLISH (Iran)
Return fares are paid. Local contract is guaranteed by the British Council.
Please write, briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA

ADVISER IN ENGLISH (Malawi)
Ministry of Education, Lilongwe
To advise the Ministry on all matters concerning the teaching of English at primary, secondary and teachers' college levels and to organize and conduct courses and to carry out regular inspection and advisory visits.

THE BRITISH COUNCIL
Logo and contact information for the British Council.

PRIMARY/JUNIOR TEACHER Liberia - West Africa

The Hong Mining Company require an experienced teacher for the British Branch of their company multi-national school with pupils ranging from 5 - 13 years.

The company is jointly owned by the Liberian Government and the major West German steel producers and employs at its iron-ore mine about 350 European staff including a considerable British contingent and their families.

Applicants can only be considered if aged between 26 and 45 with at least 3 years experience in teaching at Primary or Junior schools. They must have the ability to deal with small groups of different ages in the same classroom. Preferably holding a T.E.P. diploma, they should be experienced in teaching children whose first language is not English.

The salary will not be less than U.S. \$20,000 p.a. for an initial 3 year contract period plus 3 months leave. Accommodation is free. Taxation is low and all money is freely transferable.

Only written applications can be considered which should include age, marital status, qualifications and details of past experience with particular reference to the T.E.P.I., to the company's U.K. Agents.

Kotih Lawson, M.L. Mecl, E.1. 27 Broadgate Way, Warrington, Peterborough, PE8 6UN

HONG MINING COMPANY

Teaching Opportunities - Iran Two Secondary Teachers Five Primary Teachers

Applications are invited from qualified and experienced Secondary and Primary Teachers to take up appointments in Iran. A new co-educational day school will be opening near Caspian in Gilan Province to meet the needs of the expatriate community of a paper mill complex being constructed. The students/children will be Iranian, Canadian and British nationals aged from five to 11 in the first two years (the ultimate intention is from 5 to 18 years). These appointments offer considerable scope for suitably qualified people with experience of current methods with the opportunity to develop their individual techniques.

Appointments will commence 10 September, 1977, for a period of one year, renewable by mutual consent.

Accommodation, medical and other benefits are provided including one pre-paid return passage for leave to the UK each year to be taken Christmas or Easter.

Applicants should preferably be single and should write with full curriculum details to: E. Moss, Personnel Manager, Reed Engineering & Development Services Ltd., E. & D. Centre, Aylesford, Maidstone, Kent.



N.S.W. MINISTRY OF EDUCATION

CONSERVATORIUM OF MUSIC, SYDNEY SENIOR LECTURER SCHOOL OF COMPOSITION STUDIES

SALARY: \$A19,290 range \$A22,505
QUALIFICATIONS: Desirable - Degree or Diploma preferably at post-graduate level.

DUTIES: The position is for the formulation and presentation of policy of School of Composition Studies and to promote and supervise the expansion of the School of Composition Studies and to promote any other expanding role of the School within the Conservatorium. GENERAL: It is expected that the successful applicant will have an international reputation as a composer with the ability to teach composition at tertiary level and be prepared to take up duties in January, 1978.

CONDITIONS:
(a) Four (4) weeks annual leave.
(b) Superannuation benefits, subject to conditions.
(c) Long Service Leave.
(d) Subject to certain conditions, the successful applicant will be eligible for:
* Payment of fares to Sydney.
* Financial assistance towards cost of removal expenses.
* Financial assistance towards initial accommodation expenses.

ENQUIRIES: Further information and application forms can be obtained by contacting the N.S.W. Government Offices at the address shown below.

APPLICATIONS CLOSE: The Official Secretary, N.S.W. Government Offices, 88 Strand, London, WC2N 6LZ on 29th July, 1977.

OVERSEAS Appointments continued

AFRICA

EDUCATIONAL PUBLISHERS:
The London Group African and Caribbean Publishers are seeking a qualified person to edit educational books in the following subject areas:

SCIENCE AND MATHEMATICS:
This post would suit a qualified teacher in the above subjects with a minimum of 5 years' experience in the above fields. The ability to write for a wide range of educational levels is essential. A heavy workload is essential.

ENGLISH LANGUAGE:
An area degree and/or a teaching qualification is required and applicants must be capable of maintaining high standards under pressure. Applicants should write in their own hand to: Mrs. S. E. Thompson, Assistant Personnel Manager, London Group African and Caribbean Publishers, 100 Strand, London WC2R 0JH. Telephone: 01-479 2672/1.

TEACH IN FINLAND

KIELIOPITO LANGUASTA
A modern and excellently equipped primary school in the centre of Helsinki is looking for a qualified teacher in the following subjects:

FINNISH: Full member of IALTE, we offer excellent salary and conditions. Details to: Mrs. S. E. Thompson, Assistant Personnel Manager, London Group African and Caribbean Publishers, 100 Strand, London WC2R 0JH. Telephone: 01-479 2672/1.

CEBRALTAR

Applications are invited for the following posts: **GENERAL TEACHERS** and **GENERAL SCIENCE AND CHEMISTRY AND PHYSICS**.

At the boys' and girls' boarding school, 1979, respectively in September, 1979, respectively in October, 1979, respectively in October, 1979. The school is situated in a beautiful area of the island of Barbados. The school is a member of the Barbados Education Board. The school is a member of the Barbados Education Board. The school is a member of the Barbados Education Board.

AUSTRALIA
DARWIN
To commence 1978
The present Principal of Darwin School, Darwin, Northern Territory, is retiring and his duties are being taken over by a new Principal. The school is a member of the Darwin Education Board. The school is a member of the Darwin Education Board. The school is a member of the Darwin Education Board.

NEW ZEALAND
HATFIELD COLLEGE
To commence 1978
The present Principal of Hatfield College, Auckland, is retiring and his duties are being taken over by a new Principal. The school is a member of the Auckland Education Board. The school is a member of the Auckland Education Board. The school is a member of the Auckland Education Board.

MEXICO
CIENEGUATAS SCHOOL
An international school of some 70 students opens for September, 1977. The school is a member of the Mexico Education Board. The school is a member of the Mexico Education Board. The school is a member of the Mexico Education Board.

TANZANIA
INTERNATIONAL SCHOOL
To commence 1978
The present Principal of International School, Dar es Salaam, is retiring and his duties are being taken over by a new Principal. The school is a member of the Tanzania Education Board. The school is a member of the Tanzania Education Board. The school is a member of the Tanzania Education Board.

PORTUGAL

International school in small town in Portugal is seeking a qualified teacher in the following subjects: **ENGLISH LANGUAGE** and **SCIENCE AND MATHEMATICS**.

JAPAN
International Language Centre requires a **DIRECTOR** for modern school in Osaka. The school is a member of the Japan Education Board. The school is a member of the Japan Education Board. The school is a member of the Japan Education Board.

SWITZERLAND
Unoccupied vacancy for Senior English Teacher for September 1978. The school is a member of the Switzerland Education Board. The school is a member of the Switzerland Education Board. The school is a member of the Switzerland Education Board.

AFRICA
Teaching all subjects urgently needed in Catholic mission school in Kenya. The school is a member of the Kenya Education Board. The school is a member of the Kenya Education Board. The school is a member of the Kenya Education Board.

SPAIN
We have five vacancies for experienced teachers in the following subjects: **ENGLISH LANGUAGE** and **SCIENCE AND MATHEMATICS**.

ITALY
Teaching all subjects urgently needed in Catholic mission school in Italy. The school is a member of the Italy Education Board. The school is a member of the Italy Education Board. The school is a member of the Italy Education Board.

YEMEN
Teaching all subjects urgently needed in Catholic mission school in Yemen. The school is a member of the Yemen Education Board. The school is a member of the Yemen Education Board. The school is a member of the Yemen Education Board.

KENYA
Several Primary Teachers required for the National Academy and the Kenya Education Board. The school is a member of the Kenya Education Board. The school is a member of the Kenya Education Board. The school is a member of the Kenya Education Board.

NORTHERN ITALY
TEACHERS required to commence 1978. The school is a member of the Northern Italy Education Board. The school is a member of the Northern Italy Education Board. The school is a member of the Northern Italy Education Board.

SPAIN
TEACHERS of ENGLISH required for language school. The school is a member of the Spain Education Board. The school is a member of the Spain Education Board. The school is a member of the Spain Education Board.

SPAIN
Young experienced TEACHERS required for September 1977. The school is a member of the Spain Education Board. The school is a member of the Spain Education Board. The school is a member of the Spain Education Board.

SPAIN
English TEACHERS required. The school is a member of the Spain Education Board. The school is a member of the Spain Education Board. The school is a member of the Spain Education Board.

SPAIN
English TEACHERS offering evening classes in Spanish and English. The school is a member of the Spain Education Board. The school is a member of the Spain Education Board. The school is a member of the Spain Education Board.

SPAIN
Headmaster seeks teachers, either for primary/secondary school in Madrid, or for a private school in Madrid. The school is a member of the Spain Education Board. The school is a member of the Spain Education Board. The school is a member of the Spain Education Board.

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DONCASTER MILROTHIAN BOROUGH

EDUCATION SERVICES
CHIEF OF OFFICE, APPLICANTS should be qualified in the following subjects: **ENGLISH LANGUAGE** and **SCIENCE AND MATHEMATICS**.

HARINGEY
London Borough of Haringey requires a qualified teacher in the following subjects: **ENGLISH LANGUAGE** and **SCIENCE AND MATHEMATICS**.

DORSET
COUNTY COUNCIL
EDUCATION DEPARTMENT
REQUIREMENT for the Early Years of Education (3-5).

ISLINGTON
London Borough of Islington requires a qualified teacher in the following subjects: **ENGLISH LANGUAGE** and **SCIENCE AND MATHEMATICS**.

WANDSWORTH
London Borough of Wandsworth requires a qualified teacher in the following subjects: **ENGLISH LANGUAGE** and **SCIENCE AND MATHEMATICS**.

SOUTHALL COLLEGE OF TECHNOLOGY
ADMINISTRATIVE ASSISTANT
Health, welfare and student accommodation.

ST. ANDREW'S SCHOOL
Nassau, Bahamas.
A private, non-denominational, multi-racial, all age School catering to a Bahamian and International student body. The School is housed in attractive modern buildings on a 30-acre site.

READING SPECIALIST
To organise, stock, test and advise throughout primary and inter-secondary. Applicants should be well qualified with at least seven years practical experience in the teaching of reading at various age levels and in diagnostic, prescriptive and survey testing. Familiarity with the S.R.A. system an advantage.

Kenya
Lecturers required to participate in Primary Teacher Training Programme in Kenya. Duties involve initial and in-service Teacher Training, and certain amount of involvement with curriculum development, directed to improve quality of Primary Education. Preferred age limit 53, but well qualified and appropriately experienced applicants up to age 58 may be considered. Applicants who may be either graduates or non-graduates, should have relevant experience in Teacher Education including period in teacher training college, either in UK or developing country overseas. Consideration also given to applicants with considerable primary experience, together with experience of "on-the-job" teacher training in UK, or to those with middle school experience who have experience of or connection with UK Colleges of Education. However, Lecturers in Primary Science with experience of professional training of teachers at this level are preferred. Vacancies exist in most Teachers Colleges. Postings dependent upon needs of Kenya Education Service at time lecturer arrives. Priority given to applicants who do not have children of Primary School age or to those who have children who can be sent to boarding school, as virtually all Colleges are in rural areas where suitable primary schools for non-Kenyan children are not available. Appointment 2 years.

Kenya
Salary in range £2,598-27,958 p.a. which includes allowance normally tax-free, in range £3,018-25,928 p.a. Terms and conditions 25% p.a. of basic salary. Superannuation rights may be preserved. Other benefits include free family passages, children's education allowances and subsidised accommodation. An appointment grant up to £300 and interest free car purchase loan up to £1,200 may be payable in certain circumstances. Applicants should be citizens of the United Kingdom. For full details and application form please apply quoting ref 316 stating post concerned, and giving details of age, qualifications and experience to:

Appointments Officer,
MINISTRY OF OVERSEAS DEVELOPMENT,
Room 301, Eland House,
Slag Place, London SW1E 5DH.

Helping Nations Help Themselves

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EDUCATION DEPARTMENT

SENIOR ASSISTANT DIRECTOR OF EDUCATION
Further Education (3,249-£7,927)
Applicants must be graduates of a British University and have appropriate teaching and educational administrative experience.

The responsibilities of the post are mainly concerned with the Polytechnic, two large colleges of education, a substantial youth, adult and community education service, the careers advisory service and award schemes. The successful applicant will also have opportunities to make a wider contribution as a member of the departmental officers' team.

Removal expenses and temporary lodging allowance may be granted in appropriate circumstances. The Borough currently serves an increasing population (currently about 288,000) and includes the rapidly expanding new town of Washington. Road and rail links are excellent and the area enjoys rich cultural and leisure facilities.

Application forms and further particulars, obtainable from the Director of Education, at the address shown below, on receipt of a stamped, addressed foolscap envelope, must be returned to him by 20 July, 1977.

Town Hall and Civic Centre
SUNDERLAND, SR2 7DN
Chief Executive

Helping Nations Help Themselves

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Helping Nations Help Themselves

Helping Nations Help Themselves

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ADMINISTRATION Local Education Authority continued

WARWICKSHIRE
EDUCATION DEPARTMENT
LOCAL EDUCATION OFFICER
Applications are invited for this new post established to coordinate and monitor the educational services of the Local Education Authority. The successful applicant will be responsible for the day-to-day running of the Authority's educational services. The post is a full-time position and requires a minimum of 5 years' experience in a similar post. The successful applicant will be required to have a degree in Education or a related subject. The successful applicant will be required to have a minimum of 5 years' experience in a similar post. The successful applicant will be required to have a minimum of 5 years' experience in a similar post.

LONDON
CHIEF OF OFFICE
PERSONAL ASSISTANT TO CHIEF OF OFFICE
The member of the Polytechnic who will be responsible for the day-to-day running of the Authority's educational services. The post is a full-time position and requires a minimum of 5 years' experience in a similar post. The successful applicant will be required to have a degree in Education or a related subject. The successful applicant will be required to have a minimum of 5 years' experience in a similar post. The successful applicant will be required to have a minimum of 5 years' experience in a similar post.

HAMPSHIRE
WALSHEATH SCHOOL
Applications are invited for the post of **HEAD** of the school. The successful applicant will be responsible for the day-to-day running of the school. The post is a full-time position and requires a minimum of 5 years' experience in a similar post. The successful applicant will be required to have a degree in Education or a related subject. The successful applicant will be required to have a minimum of 5 years' experience in a similar post. The successful applicant will be required to have a minimum of 5 years' experience in a similar post.

INVERNESS
HIGHLAND HEALTH BOARD
EDUCATION DEPARTMENT
The member of the Polytechnic who will be responsible for the day-to-day running of the Authority's educational services. The post is a full-time position and requires a minimum of 5 years' experience in a similar post. The successful applicant will be required to have a degree in Education or a related subject. The successful applicant will be required to have a minimum of 5 years' experience in a similar post. The successful applicant will be required to have a minimum of 5 years' experience in a similar post.

LONDON NW3
SUPERVISOR aged 25-35, required immediately for administrative duties in the Education Department. The successful applicant will be required to have a degree in Education or a related subject. The successful applicant will be required to have a minimum of 5 years' experience in a similar post. The successful applicant will be required to have a minimum of 5 years' experience in a similar post.

Kenya
Lecturers required to participate in Primary Teacher Training Programme in Kenya. Duties involve initial and in-service Teacher Training, and certain amount of involvement with curriculum development, directed to improve quality of Primary Education. Preferred age limit 53, but well qualified and appropriately experienced applicants up to age 58 may be considered. Applicants who may be either graduates or non-graduates, should have relevant experience in Teacher Education including period in teacher training college, either in UK or developing country overseas. Consideration also given to applicants with considerable primary experience, together with experience of "on-the-job" teacher training in UK, or to those with middle school experience who have experience of or connection with UK Colleges of Education. However, Lecturers in Primary Science with experience of professional training of teachers at this level are preferred. Vacancies exist in most Teachers Colleges. Postings dependent upon needs of Kenya Education Service at time lecturer arrives. Priority given to applicants who do not have children of Primary School age or to those who have children who can be sent to boarding school, as virtually all Colleges are in rural areas where suitable primary schools for non-Kenyan children are not available. Appointment 2 years.

Kenya
Salary in range £2,598-27,958 p.a. which includes allowance normally tax-free, in range £3,018-25,928 p.a. Terms and conditions 25% p.a. of basic salary. Superannuation rights may be preserved. Other benefits include free family passages, children's education allowances and subsidised accommodation. An appointment grant up to £300 and interest free car purchase loan up to £1,200 may be payable in certain circumstances. Applicants should be citizens of the United Kingdom. For full details and application form please apply quoting ref 316 stating post concerned, and giving details of age, qualifications and experience to:

Appointments Officer,
MINISTRY OF OVERSEAS DEVELOPMENT,
Room 301, Eland House,
Slag Place, London SW1E 5DH.

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ADMINISTRATION Local Education Authority continued

WARWICKSHIRE
EDUCATION DEPARTMENT
LOCAL EDUCATION OFFICER
Applications are invited for this new post established to coordinate and monitor the educational services of the Local Education Authority. The successful applicant will be responsible for the day-to-day running of the Authority's educational services. The post is a full-time position and requires a minimum of 5 years' experience in a similar post. The successful applicant will be required to have a degree in Education or a related subject. The successful applicant will be required to have a minimum of 5 years' experience in a similar post. The successful applicant will be required to have a minimum of 5 years' experience in a similar post.

LONDON
CHIEF OF OFFICE
PERSONAL ASSISTANT TO CHIEF OF OFFICE
The member of the Polytechnic who will be responsible for the day-to-day running of the Authority's educational services. The post is a full-time position and requires a minimum of 5 years' experience in a similar post. The successful applicant will be required to have a degree in Education or a related subject. The successful applicant will be required to have a minimum of 5 years' experience in a similar post. The successful applicant will be required to have a minimum of 5 years' experience in a similar post.

HAMPSHIRE
WALSHEATH SCHOOL
Applications are invited for the post of **HEAD** of the school. The successful applicant will be responsible for the day-to-day running of the school. The post is a full-time position and requires a minimum of 5 years' experience in a similar post. The successful applicant will be required to have a degree in Education or a related subject. The successful applicant will be required to have a minimum of 5 years' experience in a similar post. The successful applicant will be required to have a minimum of 5 years' experience in a similar post.

INVERNESS
HIGHLAND HEALTH BOARD
EDUCATION DEPARTMENT
The member of the Polytechnic who will be responsible for the day-to-day running of the Authority's educational services. The post is a full-time position and requires a minimum of 5 years' experience in a similar post. The successful applicant will be required to have a degree in Education or a related subject. The successful applicant will be required to have a minimum of 5 years' experience in a similar post. The successful applicant will be required to have a minimum of 5 years' experience in a similar post.

LONDON NW3
SUPERVISOR aged 25-35, required immediately for administrative duties in the Education Department. The successful applicant will be required to have a degree in Education or a related subject. The successful applicant will be required to have a minimum of 5 years' experience in a similar post. The successful applicant will be required to have a minimum of 5 years' experience in a similar post.

Kenya
Lecturers required to participate in Primary Teacher Training Programme in Kenya. Duties involve initial and in-service Teacher Training, and certain amount of involvement with curriculum development, directed to improve quality of Primary Education. Preferred age limit 53, but well qualified and appropriately experienced applicants up to age 58 may be considered. Applicants who may be either graduates or non-graduates, should have relevant experience in Teacher Education including period in teacher training college, either in UK or developing country overseas. Consideration also given to applicants with considerable primary experience, together with experience of "on-the-job" teacher training in UK, or to those with middle school experience who have experience of or connection with UK Colleges of Education. However, Lecturers in Primary Science with experience of professional training of teachers at this level are preferred. Vacancies exist in most Teachers Colleges. Postings dependent upon needs of Kenya Education Service at time lecturer arrives. Priority given to applicants who do not have children of Primary School age or to those who have children who can be sent to boarding school, as virtually all Colleges are in rural areas where suitable primary schools for non-Kenyan children are not available. Appointment 2 years.

Kenya
Salary in range £2,598-27,958 p.a. which includes allowance normally tax-free, in range £3,018-25,928 p.a. Terms and conditions 25% p.a. of basic salary. Superannuation rights may be preserved. Other benefits include free family passages, children's education allowances and subsidised accommodation. An appointment grant up to £300 and interest free car purchase loan up to £1,200 may be payable in certain circumstances. Applicants should be citizens of the United Kingdom. For full details and application form please apply quoting ref 316 stating post concerned, and giving details of age, qualifications and experience to:

Appointments Officer,
MINISTRY OF OVERSEAS DEVELOPMENT,
Room 301, Eland House,
Slag Place, London SW1E 5DH.

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ADMINISTRATION Local Education Authority continued

WARWICKSHIRE

Chelmsford College of Further Education
 100, High Street, Chelmsford, Essex CM1 1JZ
College Administrative Officer
 S.O. 2 £5,001-£5,304 (including supplement of £312)
 Applications are invited from persons with administrative experience at senior level in Further Education, plus a professional qualification (A.C.I.S.).
 Application forms and further details may be obtained from the Principal, at the above address. Closing date: 12th August, 1977.

County of North Yorkshire
 Applications are invited for the post of Careers Officer at the York Area Careers Office.
CAREERS OFFICER (York Area)
 Salary A.P. 2/3/4, £2,529 to £3,702 plus £312 supplement plus additional supplement the greater of £130.31, or 5 per cent basic salary p.a.
 Applicants for Careers Officers posts recently advertised need not complete new forms but should write to request reconsideration.
 Application forms (to be returned by July 22, 1977) and further details from the County Education Officer, County Hall, Northcliffe, North Yorkshire DL7 8AE.

METROPOLITAN BOROUGH OF SOLIHULL
 Education Department
General Inspector
 Salary Scale: Solihull Head Teacher Group 3 £6,489 to £7,113, plus £501 Supplement.
 A General Inspector of Schools required, to work mainly (but not necessarily exclusively) in the Primary Field. Recent responsible experience in schools, or in an advisory team, is essential.
 Application forms and further details (please quote reference E.1028) from the Town Clerk, PO Box 18, Council House, Solihull, West Midlands (telephone 021-705 6789, extension 241). Closing date: July 22, 1977.

CYNGOR SIR GWYNEDD COUNTY COUNCIL
 EDUCATION DEPARTMENT
CAREERS OFFICER
 £2,922 to £4,098 plus £312 a year and recent pay award
 Applications invited for the above post based at Bangor to undertake work mainly with Sixth-Form Pupils and College students. Good experience of advisory work of teaching or professional/industrial training with this age and ability level essential. Knowledge of Welsh desirable.
 Car allowance and assisted car purchase facilities. Financial assistance with removal and resettlement expenses in appropriate cases.
 Application forms from County Personnel Officer, County Offices, Caernarfon, Gwynedd. Closing date, July 22, 1977.

ADMINISTRATION (General continued)
SUNDERLAND
 POLYTECHNIC
 100, High Street, Sunderland, Tyne and Wear, S.O. 2 £5,001-£5,304 (including supplement of £312)
 This is a new post. The successful applicant will be responsible for the running of a new department which will be responsible for the provision of administrative services to the University. There is also supervisory responsibility for the existing staff who have already in operation with the University.
 Duties include responsibility for the supervision of staff working in the department, training reports and records, also working with the student union to coordinate an effective student community.
 The post will call for qualities of initiative and understanding of student problems. Previous experience of working in a similar environment is desirable, although not essential.
 An application form and further particulars are available from the Personnel Officer, Sunderland Polytechnic, 100, High Street, Sunderland, S.O. 2 £5,001-£5,304 (including supplement of £312). Closing date: 12th August, 1977.

Child Care
BARTON CHILDREN'S HOLIDAYS
 require the following staff for their study/holiday centre in South of England.
 (1) SENIOR SUPERVISOR to take charge of out-of-school activities and supervision of over 200 students at a 300-bed centre in Devon. Application forms and further details should be returned to the Principal, Barton Children's Holidays, 100, High Street, Sunderland, S.O. 2 £5,001-£5,304 (including supplement of £312). Closing date: 12th August, 1977.
 (2) SENIOR SUPERVISOR to work at Barton Children's Holidays, 100, High Street, Sunderland, S.O. 2 £5,001-£5,304 (including supplement of £312). Closing date: 12th August, 1977.
 (3) SENIOR SUPERVISOR to work at Barton Children's Holidays, 100, High Street, Sunderland, S.O. 2 £5,001-£5,304 (including supplement of £312). Closing date: 12th August, 1977.
 (4) SENIOR SUPERVISOR to work at Barton Children's Holidays, 100, High Street, Sunderland, S.O. 2 £5,001-£5,304 (including supplement of £312). Closing date: 12th August, 1977.
 (5) SENIOR SUPERVISOR to work at Barton Children's Holidays, 100, High Street, Sunderland, S.O. 2 £5,001-£5,304 (including supplement of £312). Closing date: 12th August, 1977.
 (6) SENIOR SUPERVISOR to work at Barton Children's Holidays, 100, High Street, Sunderland, S.O. 2 £5,001-£5,304 (including supplement of £312). Closing date: 12th August, 1977.
 (7) SENIOR SUPERVISOR to work at Barton Children's Holidays, 100, High Street, Sunderland, S.O. 2 £5,001-£5,304 (including supplement of £312). Closing date: 12th August, 1977.
 (8) SENIOR SUPERVISOR to work at Barton Children's Holidays, 100, High Street, Sunderland, S.O. 2 £5,001-£5,304 (including supplement of £312). Closing date: 12th August, 1977.
 (9) SENIOR SUPERVISOR to work at Barton Children's Holidays, 100, High Street, Sunderland, S.O. 2 £5,001-£5,304 (including supplement of £312). Closing date: 12th August, 1977.
 (10) SENIOR SUPERVISOR to work at Barton Children's Holidays, 100, High Street, Sunderland, S.O. 2 £5,001-£5,304 (including supplement of £312). Closing date: 12th August, 1977.

Educational Psychologists
DERBYSHIRE COUNTY COUNCIL
 Applications are invited for positions of Educational Psychologist in the County.
 Applicants should possess a degree in psychology and teaching experience in educational settings.
 Salary: £5,000-£6,000 p.a.
 Further details and application forms from the Director of Education, County Offices, Derby.
Examiners
UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS BOARD
 Applications are invited for positions of Examiners in the following subjects: English, Mathematics, Science, History, Geography, Music, Art, Physical Education, and Languages.
 Further details and application forms from the Secretary, University of Cambridge Local Examinations Board, 100, High Street, Cambridge, CB2 3RQ.

LIBRARIANS
BRANT (London Borough of)
 DEPUTY LIBRARIAN
 Applications are invited for the post of Deputy Librarian in the Brant Library.
 Further details and application forms from the Librarian, Brant Library, 100, High Street, London, W1A 1AA.
ANCILLARY SERVICES
BERKSHIRE WORKINGHAM DISTRICT
 Applications are invited for positions of Ancillary Services in the Workingham District.
 Further details and application forms from the Personnel Officer, Workingham District Council, 100, High Street, Workingham, Berkshire.
Miscellaneous
LONDON PART-TIME LIBRARIAN
 Applications are invited for positions of Part-time Librarian in the London Borough of Westminster.
 Further details and application forms from the Librarian, Westminster Library, 100, High Street, London, W1A 1AA.

Doncaster Metropolitan Borough Council
 Education Services
ADVISER FOR SCIENCE
 Salary Burnham HT Group 9, £6,989 to £7,583 plus supplement of £312 and £189. Applicants for this post should be qualified graduate teachers with appropriate teaching experience and experience of curriculum development. Experience of assisting with in-service training an advantage.
 Assistance with housing and removal expenses in appropriate cases.
 Application forms and further details are obtainable from:
 The Chief Executive (Personnel Section)
 DONCASTER METROPOLITAN BOROUGH COUNCIL
 PRIORY PLACE, DONCASTER DN1 1BN
 Tel. Doncaster 20321
 Closing date for applications is the 22nd July, 1977

COMMISSION FOR RACIAL EQUALITY
 Have you had training or experience in education employment of youth work or community development? And practical experience of work with minority ethnic groups? Men and women under 60 are invited to apply for these posts, advertised in conjunction with the Commission for Racial Equality.
COMMUNITY RELATIONS OFFICERS
 (AP4-8) £2,828-£4,845 plus £312 Supplement (under review)
 (1) EAST STAFFORDSHIRE DISTRICT COMMUNITY RELATIONS COUNCIL (10-advertisement)
 (2) NORTHAMPTON COUNCIL FOR COMMUNITY RELATIONS
 (3) PRESTON A WESTERN LANGCASHIRE COUNCIL FOR COMMUNITY RELATIONS
 Each officer preferably over 30, will be responsible to the Executive Committee for the programme of work directed at achieving racial equality. The East Staffordshire officer, based in Burton-on-Trent, will spend one day per week on development work in Staffordshire County. The Northampton officer, based in Northampton, will spend one day per week on development work in Northamptonshire. The Preston officer will lead a team of officers in providing a service throughout Western Lancashire.
COMMUNITY RELATIONS OFFICERS
 (AP4-8) £2,828-£4,845 plus £312 Supplement (under review)
 (1) BIRMINGHAM COMMUNITY RELATIONS COUNCIL (HOUSING)
 Responsible for the Council's advisory work in housing policy and services.
 (2) CAMBRIDGE COMMUNITY RELATIONS COUNCIL
 Responsible to Executive Committee for the Council's programme of work for racial equality. Also to assist in the development of a strategy for Cambridgeshire County. Professional staff and guidance given by the CRO in Peterborough.
ASSISTANT COMMUNITY RELATIONS OFFICERS
 (AP4-8) £2,828-£4,845 plus £312 Supplement (under review)
 (1) HARTFORDSHIRE COMMUNITY RELATIONS COUNCIL
 Responsible to the Council for general duties with special reference to the Council's work in education.
 (2) OLDMHAM COUNCIL FOR COMMUNITY RELATIONS
 (Closing date 22 July)
 Responsible to the CRO for general duties with special reference to the Council's work in education.
 (3) PETERBOROUGH COMMUNITY RELATIONS COUNCIL
 Responsible to the CRO for support of self-help initiatives among black ethnic groups and assistance with general duties including advice to new arrivals in this development area. New housing immediately available.
 (4) COUNCIL OF CITIZENS OF TOWER HAMLETS
 (Plus £450 for travel)
 Responsible to the Senior CRO for general duties, with emphasis on the development of self-help among ethnic minorities. Successful applicants will be expected to undertake an initial residential training course. Contributory pension scheme. Social, health and office accommodation.
 Applicants should be able to take up their posts as soon as possible. Further details and application forms should be obtained from the Personnel Officer, ext. 229, both of whom are at the Suffolk Area Health Authority, PO Box 55, Ipswich, Suffolk IP1 3BQ. Closing date: 22 July 1977.

Doncaster Metropolitan Borough Council
 Education Services
ADVISER FOR SCIENCE
 Salary Burnham HT Group 9, £6,989 to £7,583 plus supplement of £312 and £189. Applicants for this post should be qualified graduate teachers with appropriate teaching experience and experience of curriculum development. Experience of assisting with in-service training an advantage.
 Assistance with housing and removal expenses in appropriate cases.
 Application forms and further details are obtainable from:
 The Chief Executive (Personnel Section)
 DONCASTER METROPOLITAN BOROUGH COUNCIL
 PRIORY PLACE, DONCASTER DN1 1BN
 Tel. Doncaster 20321
 Closing date for applications is the 22nd July, 1977

COMMISSION FOR RACIAL EQUALITY
 Have you had training or experience in education employment of youth work or community development? And practical experience of work with minority ethnic groups? Men and women under 60 are invited to apply for these posts, advertised in conjunction with the Commission for Racial Equality.
COMMUNITY RELATIONS OFFICERS
 (AP4-8) £2,828-£4,845 plus £312 Supplement (under review)
 (1) EAST STAFFORDSHIRE DISTRICT COMMUNITY RELATIONS COUNCIL (10-advertisement)
 (2) NORTHAMPTON COUNCIL FOR COMMUNITY RELATIONS
 (3) PRESTON A WESTERN LANGCASHIRE COUNCIL FOR COMMUNITY RELATIONS
 Each officer preferably over 30, will be responsible to the Executive Committee for the programme of work directed at achieving racial equality. The East Staffordshire officer, based in Burton-on-Trent, will spend one day per week on development work in Staffordshire County. The Northampton officer, based in Northampton, will spend one day per week on development work in Northamptonshire. The Preston officer will lead a team of officers in providing a service throughout Western Lancashire.
COMMUNITY RELATIONS OFFICERS
 (AP4-8) £2,828-£4,845 plus £312 Supplement (under review)
 (1) BIRMINGHAM COMMUNITY RELATIONS COUNCIL (HOUSING)
 Responsible for the Council's advisory work in housing policy and services.
 (2) CAMBRIDGE COMMUNITY RELATIONS COUNCIL
 Responsible to Executive Committee for the Council's programme of work for racial equality. Also to assist in the development of a strategy for Cambridgeshire County. Professional staff and guidance given by the CRO in Peterborough.
ASSISTANT COMMUNITY RELATIONS OFFICERS
 (AP4-8) £2,828-£4,845 plus £312 Supplement (under review)
 (1) HARTFORDSHIRE COMMUNITY RELATIONS COUNCIL
 Responsible to the Council for general duties with special reference to the Council's work in education.
 (2) OLDMHAM COUNCIL FOR COMMUNITY RELATIONS
 (Closing date 22 July)
 Responsible to the CRO for general duties with special reference to the Council's work in education.
 (3) PETERBOROUGH COMMUNITY RELATIONS COUNCIL
 Responsible to the CRO for support of self-help initiatives among black ethnic groups and assistance with general duties including advice to new arrivals in this development area. New housing immediately available.
 (4) COUNCIL OF CITIZENS OF TOWER HAMLETS
 (Plus £450 for travel)
 Responsible to the Senior CRO for general duties, with emphasis on the development of self-help among ethnic minorities. Successful applicants will be expected to undertake an initial residential training course. Contributory pension scheme. Social, health and office accommodation.
 Applicants should be able to take up their posts as soon as possible. Further details and application forms should be obtained from the Personnel Officer, ext. 229, both of whom are at the Suffolk Area Health Authority, PO Box 55, Ipswich, Suffolk IP1 3BQ. Closing date: 22 July 1977.

GATESHEAD METROPOLITAN BOROUGH COUNCIL
 DEPARTMENT OF EDUCATION
SENIOR EDUCATION WELFARE OFFICER
 Salary Scale AP5 £3,826-£4,095 plus £312 supplement.
 Applicants for the above post should be suitably qualified and/or experienced, with an understanding of the role of social work in an educational setting. The successful applicant will act as Deputy in the Education Welfare Headquarters and also fulfil an Area function.
 This post carries a casual user car allowance.
 Salary and Conditions of Service are in accordance with the N.J.C. Agreement for APT and C Services.
 The post is superannuable and subject to satisfactory medical clearance and X-ray result.
 Application forms and further particulars are obtainable from the Director of Personnel and Management Services, 7th Floor, Aldon House, Tyneside Precinct, Sunderland Road, Gateshead NE8 3EL, returnable by 22nd July, 1977.

City of Manchester Education Committee
PRINCIPAL ADMINISTRATIVE ASSISTANT COMMUNITY EDUCATION BRANCH
 £25 (as above) plus £312 supplement p.a. (National Pay Award Pending)
 The Community Education Branch, established in 1974, is responsible for Adult Education, the Youth Service, the Careers Advisory Service, Community Centres and for the full range of community education activities including urban aid and grants to both adult and youth organisations.
 The Principal Administrative Assistant is directly responsible to the Assistant Education Officer (Community Education) and will be required to contribute to the development of the existing provision, in consultation with statutory and voluntary agencies and other responsible bodies, in all the above areas.
 A casual user car allowance is available and there is a scheme for payment of removal expenses, etc.
 Application forms and further particulars from:
 The Chief Education Officer (E51),
 Civic Centre, Manchester M60 3BS.
 Closing date: 18 July 1977.

HERTFORDSHIRE COUNTY COUNCIL
 Careers Service
 Applications are invited from qualified and experienced Careers Officers for the following posts:
 1. CAREERS OFFICER
 to join a team of eight who specialise in advisory work with young people taking GCE Advanced level and equivalent courses in schools and colleges throughout the County. This post will be primarily for work in the North Hertfordshire division, and will be based at the Lutworth Careers Office.
 Salary: AP 4/15 (£3,968 to £4,095), plus £312 Annual Salary Supplement. Car User Allowance.
 2. DEPUTY DIVISIONAL CAREERS OFFICER
 for the St Albans division, to undertake advisory work with young people of all abilities in schools and colleges in the division, and to act as deputy to the Divisional Careers Officer.
 Salary: AP4 (£3,386 to £3,702), plus £312 Annual Salary Supplement and £120 Outer Fringe Allowance. Car User Allowance.
 Further details and application forms available from the County Careers Officer, County Hall, Hertford, for return by 22nd July, 1977.

Suffolk Area Health Authority
Health Education Officer
 Salary (Scale 4): £3,534-£4,344 pa plus Government Pay Awards £312 and 5% (max: £208 pa)
 We require a Health Education Officer to be based in Ipswich to join a progressive team responsible for developing comprehensive health education services within the Suffolk Area. Applicants should have the Diploma in Health Education, or an appropriate Masters degree or substantial relevant experience. Further information obtainable from the Area Health Education Officer, telephone Ipswich 72272, ext. 221 or the Personnel Officer, ext. 229, both of whom are at the Suffolk Area Health Authority, PO Box 55, Ipswich, Suffolk IP1 3BQ. Closing date: 22 July, 1977.

WOLVERHAMPTON BOROUGH COUNCIL
 Education Department
CAREERS OFFICER/SENIOR CAREERS OFFICER
 AP Grade 3/4/5: £3,234-£4,407, including supplement.
TRAINEE CAREERS OFFICER
 Trainee Grade: £2,198 (£2,439 for graduates)-£2,841, including supplement.
SENIOR CAREERS OFFICER
 Specialising in work with unemployed young people (Temporary post until 31.12.78 vacant from 1.10.77); AP Grade 5 £4,137-£4,407, including supplement.
SENIOR EMPLOYMENT ASSISTANT
 Dealing with unemployed young people (new temporary post until 31.12.78); Clerical Grade 2: £2,841-£3,087, including supplement.
 Further particulars available from Director of Education, Education Offices, 81 John's Square, Wolverhampton WV2 4DB, to whom application forms should be returned by 18 July, 1977.

Lincolnshire Educational Psychologist
 BOSTON, £3,900 to £6,600 plus £312 and Stage 2 Supplement.
 Applications are invited from suitably qualified teachers/psychologists for appointment as Educational Psychologist based at the Boston Child Guidance Clinic.
 Applicants should possess:
 Honours Degree in Psychology.
 Teaching qualifications plus 2 years' (minimum) teaching experience.
 Postgraduate training in Educational Psychology.
 The successful candidate will be expected to take up duty on September 1, or as soon as possible thereafter.
 Application forms and further details are available from the Director of Personnel and Central Services, County Offices, Lincoln (telephone Lincoln 29631, extension 348), to whom forms should be returned not later than July 29, 1977.

Inspectors of Further and Higher Education (district rank)
Fashion & Creative Crafts
 required to inspect and develop this work in Adult Education Institutes and in Colleges of Further and Higher Education.
 Applicants should have a recognised design qualification and relevant teaching experience.
Science & Mathematics
 required to inspect and advise upon these subjects throughout the Authority's further and higher education services.
 Applicants should have a degree or equivalent qualification in science and mathematics and extensive teaching experience, including further and higher education.
 Salary range: £8680-£9526 (inclusive of London Weighting) with possible progress to £10,546.
 Details and application forms from the Education Officer (EO/Edin 241) 40 Abington Street Avenue, The County Hall, London SE1 7PB. Please enclose a stamped addressed footscap envelope and state for which post you are applying. Forms to be returned by 23 July 1977.

A Change From Teaching? £6,000
 Our client invites applications from experienced and successful teachers, not over 35, who would like a change of employment. A good honours degree is required, in any discipline.
 The appointments available are in the public sector and are London-based, almost all the work involved being within the United Kingdom. It is varied and full of interest, including problem-solving, with the opportunity for research and detailed reporting, as well as a wide range of executive responsibilities.
 A starting salary of around £6000 is proposed. There is a non-contributory pension scheme with good promotion prospects.
 Applications, giving full personal details, should be addressed to Position Number AFA 6161, Austin Knight Limited, London W1A 1DS.
 These are forwarded to the client concerned, and any organisations in which you are not interested should be listed in an covering letter to the Position Number Supervisor.
AXI ADVERTISING

CHURCH MISSIONARY SOCIETY
 Invites applications from experienced teachers for the post of
JUNIOR WORK ADVISER
 To work in the Home Education Department, with particular responsibility for helping teachers and children to discover more about mission and the worldwide Church. The work requires ability in organisation, communication, and the motivating of both teachers and children. It involves travelling to schools and parishes and attending conferences. Much of the work is concerned with the annual CMS Children's Project. The Junior Work Adviser works closely with the Publicity, Production and other departments in the preparation of project material and children's publications.
 Salary: £3,000-£3,384
 For further information write to the Personnel Officer Margaret Kerlogue, CMS, 127 Waterloo Road, London SE1 8UU. (01-828 8891). Formal applications should be received by July 20th.

London Borough of Newham Library Service
Senior Reference Librarian
 Salary AP5 (£4,110-£4,380 p.a.) Chartered Librarian. Reference experience.
Sub-Librarian
 Branch Library. Salary Librarian's Scale (£2,412-£3,587 p.a.) AP3. Equivalent for Chartered Librarian. Interest in work with young people an advantage. Both posts plus £312 p.a. salary supplement.
 Further details from Borough Librarian, East Ham Library, High Street South, London E6 4EL.
 Applications returnable by 18th July, 1977.

GARDEN CITY HOUSE, WOODFORD BRIDGE, ESSEX
THIRD SENIOR HOME TUTOR
 £2,198-£2,695 p.a. + £312 p.a. Supplement
 This is a new Barnardo's project due to open shortly for 32 mixed children aged from 6-16 years who present difficulties in behaviour and relationships. An experienced teacher is required, preferably with some secondary school age teaching, to offer flexible approach to the above post. Care team role as important as ability to provide educational programmes for children awaiting integration into local schools. Applicants should be in sympathy with the Christian principles on which Barnardo's work is based. Conditions of service broadly in line with Local Authorities. Free board residence or £411 p.a. living-out allowance.
 Applications to Divisional Children's Officer, London Division, Tanner Lane, Barkingside, Ilford, Essex. Enquiries to Mr. H. R. Mackintosh, Tel. 01-851 6011. Closing date 28th July, 1977.

Barnardo's
 Applications to Divisional Children's Officer, London Division, Tanner Lane, Barkingside, Ilford, Essex. Enquiries to Mr. H. R. Mackintosh, Tel. 01-851 6011. Closing date 28th July, 1977.

MISCELLANEOUS Appointments continued

Barnham School... Candidates must be of proven teaching experience...

DURHAM COUNTY... RECRUITING for the TEACHER/RESEARCHER...

KINGSTON upon Thames... A fully qualified and experienced teacher...

TEACHERS and STUDENT TEACHERS... Children's Adventure Holiday Company...

Outdoor Education

DORSET CAREY CAMP... Applications are invited from teachers and student teachers...

LONDON... TEACHERS with H.A. or P.C.P.T. in E.P.L. diploma...

LONDON S.E.19... DIRECTION OF STUDIES... English in South London...

LONDON S.E.19... TEACHERS... English in South London...

WALTHAM FOREST... Applications are invited from suitably qualified and experienced persons...

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AUSTRALIAN woman... English in South London...

TEACHERS... English in South London...

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Educational Courses

ENGLISH as a second language... English in South London...

TEACHERS... English in South London...

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Mortgages

FOR TRUSTEES and other professional people... English in South London...

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Holidays and Accommodation

ATTENTION GROUP ORGANIZERS... English in South London...

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